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ABSTRACT

The guide was designed to assist those involved in developing a career awareness program for the elementary grades (kindergarten through six). It presents basic elements of program planning and suggested approaches or activities. Selection of activities is discussed in a section of the guide which describes general types of activities for lower, middle, and upper elementary grades grouped into three classifications: self-perception, integration of occupational information into the curriculum, and integration of occupational information into cocurricular activities. Three major program goals are identified: exploration and assessment of personal attitudes and interests, examination of work roles and occupational possibilities, and development of understandings of basic skills related to effective employment. These goals are listed with concepts which are followed by objectives for each grade level. Based on these goals and concepts, suggested learning activities are presented by grade level according to a format which includes: the goal, general concept, objectives, suggested subject area, the activity, learner expectations, and notes to the teacher. Appended is a five-page resource list of books and audiovisual aids which includes grade level, program goal, and curriculum area designations for each item. (Author/MS)

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A guideline for

Career Awareness Programs for the Elementary Schools

2

Part 3
What about VOCATIONAL education?
Revised 1973

Self-support with self-respect

For most of our young people their entrance into the world of work is a point in life that will soon be reached. The decisions that are made to prepare for this new life dimension should not be left to chance. A major direction of the schooling process should be directed toward helping all students to be ready to meet the challenges that are necessary to achieve self-support with self-respect.

This office is happy to participate in a partnership arrangement with the Coordinating Council for Occupational Education in the development of this curriculum guideline that is designed to implement state goals for career education. These guidelines are the result of a rather extensive participation of professional educators from many schools and institutions. They have utilized the experiences of teachers and school districts. Their first publication was pilot tested in the spring of 1972 in 31 elementary schools. A revision committee has incorporated the results in this revised edition. We are extremely grateful to all teachers and administrators for their contribution to this fine endeavor.

The investment in creating these guidelines represents testimony that career education, and more specifically career awareness, has significant priority in this state's system of education. While elementary instruction has traditionally dealt with some aspects of career education, new and more important goals and objectives have been developed to meet contemporary needs. In short, a stronger emphasis is needed, providing a new opportunity to initiate educationally significant curriculum.

Dr. Frank B. Brouillet
State Superintendent of Public Instruction

Arthur Binnie
Director, Coordinating Council for Occupational Education

All of education is addressing itself to career education—a philosophic concept that education is incomplete and man is not whole unless an integral part of his education is the inclusion of career information and information about the world of work.

This document "CAPES" provides a guideline for career awareness programs in the elementary school. The total thrust is a philosophy, not a certain curriculum or a course. The document offers concepts and activities to be adapted as most appropriate by teachers in classes. If career education is to be successful, it will provide the axis that brings relevancy to all of education, and therefore will exist in all courses and all curriculums.

We are grateful for the partnership with the Superintendent of Public Instruction and the State Board of Education in the promotion of career education. I envision all segments of education continuing to work as a team to help each student develop an awareness of himself, the world of work and a belief in the dignity of man and his work.

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Purpose

This is a resource book, primarily to provide suggestions for classroom teachers who look ahead somewhat fearfully in developing career awareness programs. Allowance is made for the individualism of the teacher. Teachers, however, must be aware of the fact that if career awareness is to be meaningful, the program must be flexible to provide for differences in students and differences in communities.

The information supplied in this guide is offered as an inspiration to develop the type of program that best suits the objectives of children. However, it must be pointed out that a guide is necessarily limited as a means of improving instruction. It needs to be supplemented by every resource the teacher individually or collectively can supply. Additional reading, field trips, and resource people working with functional programs in career awareness should prove helpful.

Parts 1 and 2
What about VOCATIONAL education?

An introduction to career education

What's the problem?

One of the major goals of education is to provide each individual the opportunity to acquire the skills and attitudes necessary for earning a livelihood. The public school should provide a series of experiences which equip the individual to prepare for choosing his or her next career step.

Unfortunately, our schools have not been entirely successful in accomplishing this for significant numbers of our young people. Preparing for a career occurs on a piecemeal and fragmented basis. Career education has been developed to provide educational experiences to meet this need.

The major question that must be resolved is:

"Shall we persevere in the traditional practices that are obviously not properly equipping fully half or more of our young people or shall we immediately undertake the reformation of our entire education system in order to position it properly for maximum contribution to our individual and national life?"

To make education more relevant, the entire school program must be restructured focusing on the theme of career development. The urgency in bringing about this change is reflected in a recent decision by the U. S. Office of Education to make CAREER EDUCATION a major program priority. Career education, according to Dr. Sidney P. Marland, former U.S. Commissioner of Education, "will be one of a very few major emphases of the U.S. Office priority areas in which we intend to place maximum weight of our concentrated resources to effect a thorough and permanent improvement."

What is career education?

Career education is a series of experiences within the existing curriculum which equips the individual with:

—Awareness of the world of work

—A favorable attitude towards work, leading to the ability to select, prepare for and pursue a career choice

CAREER EDUCATION:

- is a part of all subject areas and becomes an integral part of each individual's life experience from early childhood through adult life
- enables the individual to relate both in-school and out-of-school experiences to personal goals
- requires a cooperative effort involving parents, educators, the community and the individual
- is based upon the concept that the community is an extension of the classroom
- will expand the individual's knowledge of readily visible careers and offer exploration of less apparent careers

. . . BE PREPARED FOR HIS/HER NEXT CAREER STEP

If an individual is to achieve this goal he must be able to receive the benefits resulting from:

- career education as an integral part of all instructional programs
- appropriate career counseling and guidance activities that enable the individual to develop a sequential or redirectional career development procedure
- flexible curricula designed through assessment of community socio-economic trends and parent-educator-individual attitudes
- the availability of a career education information center

Figure 1 illustrates graphically the career education programs (page 12).

What is career awareness?

Career awareness describes that part of the career education program designed for the elementary grades, K-6. Specifically, the objectives of the K-6 career awareness program are to:

- develop in each student positive attitudes about the personal and social significance of work
- develop each pupil's self-awareness
- develop and expand the pupils' knowledge about a wide variety of occupations
- assist students in developing their career aspirations
- improve overall student performance in the basic subjects by relating them around a career development theme

A message to the principal

The success of any program in the elementary school depends to a large measure on you, the principal. The teacher needs your assistance and cooperation to carry on a successful program in Career Awareness — a program which can be of immense value to the children, staff and school as well as your community.

It is hoped that this GUIDE will prove helpful to you in one way or another to become aware of the responsibilities your classroom teachers face in effectively promoting career awareness in the elementary school. Furthermore, it is hoped that your role in providing the atmosphere and encouragement as well as the physical environment needed for these programs will become evident.

You are encouraged to become cognizant of the following contributing factors of a good program in career awareness:

- Recognition and understanding of the value of career awareness and its lasting contribution to the lives of children.
- Provision of adequate facilities for carrying on an effective career awareness program.
- Provision of adequate equipment and supplies.
- Allocation of adequate time in the existing elementary curriculum for career awareness programs.
- Leadership in encouraging a career awareness program in your school.
- Recognition of the need for the inservice preparation of teachers of career awareness programs.
- Arrangement for release time for teachers to attend state and regional conferences related to career awareness programs.

As principal and curriculum director of your school, you have the difficult task of seeing that a truly balanced program is provided for all children. Career awareness, an integral part of the total career education program, should not be neglected. As you evaluate your school program, the criteria listed above should help you check the adequacy of the provision for a successful career awareness program in your school.

The future of each child is dependent largely on the commitment you will make to the program.

A message to the teacher

Implementing goals

It is the classroom teachers who carry the responsibility for the actual implementation of the goals for the common schools. In order to move from the goals to actual implementation, a sequence of curriculum development events should logically transpire, providing essential intermediate steps. These guidelines provide the frame of reference many professionals feel is necessary for curriculum implementation in a school as well as on a statewide basis.

Preparing an individual for his or her next career step involves a sequence of experiences which can be provided within the regular curriculum. Career awareness is that portion of the curriculum designed especially for elementary students. Career awareness has been refined into a group of interdisciplinary objectives, each of which makes a small contribution to the major goal.

As teachers examine these guidelines, they will discover that career awareness is an objective-based curricular plan. Although these objectives are teacher designed and have already been put into practice in some school districts, all schools and teachers have options of how they can organize their curriculum. These guidelines are intended to serve as an aid to the decision-making process for putting career awareness into practice.

Teaching strategies

New ideas in education have sometimes been difficult to implement. The problem is usually resolved with time and resources, both of which are necessary for providing inservice education and the appropriate instructional tools. Appropriate guidelines can do a great deal to speed up the process.

These guidelines are more oriented to suggesting teaching strategies than is usually the case. This is not intended to imply any lack of professional skill on the part of teachers. It is simply a recognition that for most teachers, career education is a dimension of a child's education for which teachers are not professionally prepared. Guideline suggestions can be of help to teachers in feeling comfortable in initiating career

awareness instruction. As teacher familiarity builds, it is anticipated that new or additional objectives will be added and better learning activities developed. The choice of simulating, modifying, substituting or replacing the activities stated in the guidelines are options of all teachers. There has been no attempt to make suggested activities complete nor to encourage teacher dependence upon those that are included. Since it is the teacher who is most accountable for learning, the selection of instructional methods is entirely the teacher's prerogative.

Successful teaching

The role of the teacher can be summarized by the following performance analysis:

1. All teaching should be based upon an identifiable objective. The clearer the understanding of the teacher of what is to be accomplished, the more direct and effective instruction will be. It eliminates wasting time on irrelevant matters. Children are more secure and are more free to participate in decision making. Accurate assessment of student progress is possible. The objective provides the teacher with the proper base from which to select and design the most appropriate learning activities for the students.
2. The objectives that are taught should be appropriate for all children in the class. A pilot project tested the appropriateness of these objectives in 31 elementary schools. Some adjustments have been made in these revised guidelines. There is no reason to assume, however, that classroom teachers will not have to continue to make adjustments. Teachers are encouraged to continue using methods already developed in dealing with such conditions found in all other curricular areas, such as modifying the objective if appropriate or allowing for individual problems in learning activities selected.
3. The essence of teaching is in the results. Did the learner reach or accomplish the objective? What evidence has been secured to show that he did? For those who did not, what new experiences must be provided and what new assessments developed? It is in the area of assessment, both pre- and post-instruction, that assistance is offered in these guidelines, under learner expectations. It is recommended that student assessment be made a part of the school's inservice program in career education for those teachers who need to improve their skills in this area.
4. The teaching strategies employed must be compatible with the learner and the objective to be reached. Such being the case, no single method is necessarily preferred over another. Since it is the instructor who carries the responsibility of assuring that the child achieves the objective, the determination of the strategy is paramount.

   For teacher and student, career awareness offers opportunities for activities which are unique. The "hands-on experience" generally is considered to be a highly desirable process. Few school objectives have as many opportunities to use parents as teaching "partners." Field trips, committee investigations, bulletin boards, reading newspapers, using community resource people, conducting interviews, etc., all have tremendous possibilities.

   It is the large number of alternative learning activities that are possible to use in reaching career awareness objectives that has made this program extremely popular in the schools where it has been introduced.
5. The final element in successful teaching is the elimination of the things that a teacher does that interfere with learning. Obviously, the lack of attention to any of the above four steps will contribute to diminished success. These steps could be regarded as dimensions of science in teaching. They can be measured and therefore their value can be determined. This fifth step implies the idea that there is an art to teaching, too. Artistic teaching performance relates to sensitivities to other people, perceptions of the learning environment. Certainly, with children especially, the pacing of learning experiences is based upon sensitive observation.

To a large degree, the teacher's ability to communicate is part of the artistic teacher performance.

Planning the program

Whose responsibility?

Career awareness programs in the elementary school require a united effort on the part of the teachers and the administration. The individual teacher may develop a program for her own class, but the real impact will come about when the teachers, collectively, along with the counselor and principal, work together in the development of a total program.

One of the major problems to be resolved by the "team" is to avoid unnecessary redundancy. Usually this is evidenced by a lack of coordination between grades. For example, the first grade teacher may have her class visit the grocery store; the following year the second grade class visits the same store; and possibly the third grade teacher, unaware of the previous visitations, will carry out still another visit. This lack of coordinated effort can lead to several serious problems. Identifying the occupations to be studied at each grade level, therefore, becomes quite important in the overall planning.

In summary, anyone can initiate a program in career awareness. But the truly successful program should involve all the teachers, the principal, the counselor and other education specialists. One individual should be given the responsibility to coordinate the planning activities. This is usually the principal, although the counselor may assume the responsibility. In some instances the planning "leader" has been selected democratically from the teaching ranks.

Once the leader has been identified, a schedule should be established for planning the program. The suggestions contained in this guide should prove helpful.

The guide

This GUIDE is designed to assist the elementary school teacher, coordinator, counselor, principal and others who will be working independently, or as a team, developing the career awareness program for their particular school. The GUIDE is limited to the elementary school, grades kindergarten through six. It is not to be construed as being the ultimate or final work in career awareness programs. Its primary purpose is to present some basic elements of career awareness program development and to offer a few suggested approaches or activities that have been used effectively by other elementary teachers. It is hoped that these suggested approaches will stimulate your thinking and result in a better and more comprehensive type program for your particular school.

A cookbook-style guide provides no guarantee that it will be used in the way it was intended. The objective of career awareness programs can only be achieved when there is total commitment to the program by the teacher and the administration and when all get involved in the development of a program for their own school. The GUIDE, therefore, is to be used as a starting point for the development of "total" programs of career education.

How to use this guide

Guides may be organized in a number of ways. This guide was developed around a framework having five major elements:

goals
concepts
objectives
suggested activities
learner expectations

In planning and developing your own program, study carefully the three major goals that have been identified. Under each goal you will find listed several concepts. These are not all inclusive but should serve as a starting point for your deliberations.

You will also note that objectives corresponding to the goals and specific concepts have been established by grade level. This should prove helpful to you as you work toward the development of a total K through 6 program.

The suggested activities that follow are activities that have been successfully used by teachers in the field. For the busy teacher, it will not be difficult to select the appropriate activity or activities to meet the stated objectives. The energetic teacher or the team that desires greater sophistication will need to modify the activities or add new approaches that better meet the stated objectives.

Included with the suggested approaches and activities are the required materials, references and notes to teachers. Although brief, these statements will be of considerable value to teachers in preparing their term or lesson plan.

Finally, under the heading learner expectations are included performance statements, that is, what is expected of the students after they have completed a particular activity.

These are competency-based objectives and should assist the teacher in evaluating the performance of each student.

Resource materials

The last pages of the GUIDE include a listing of films, filmstrips, books and other materials that the teacher will find useful. The listing of resources is not complete, but should serve as a starter in the development of a more comprehensive list.

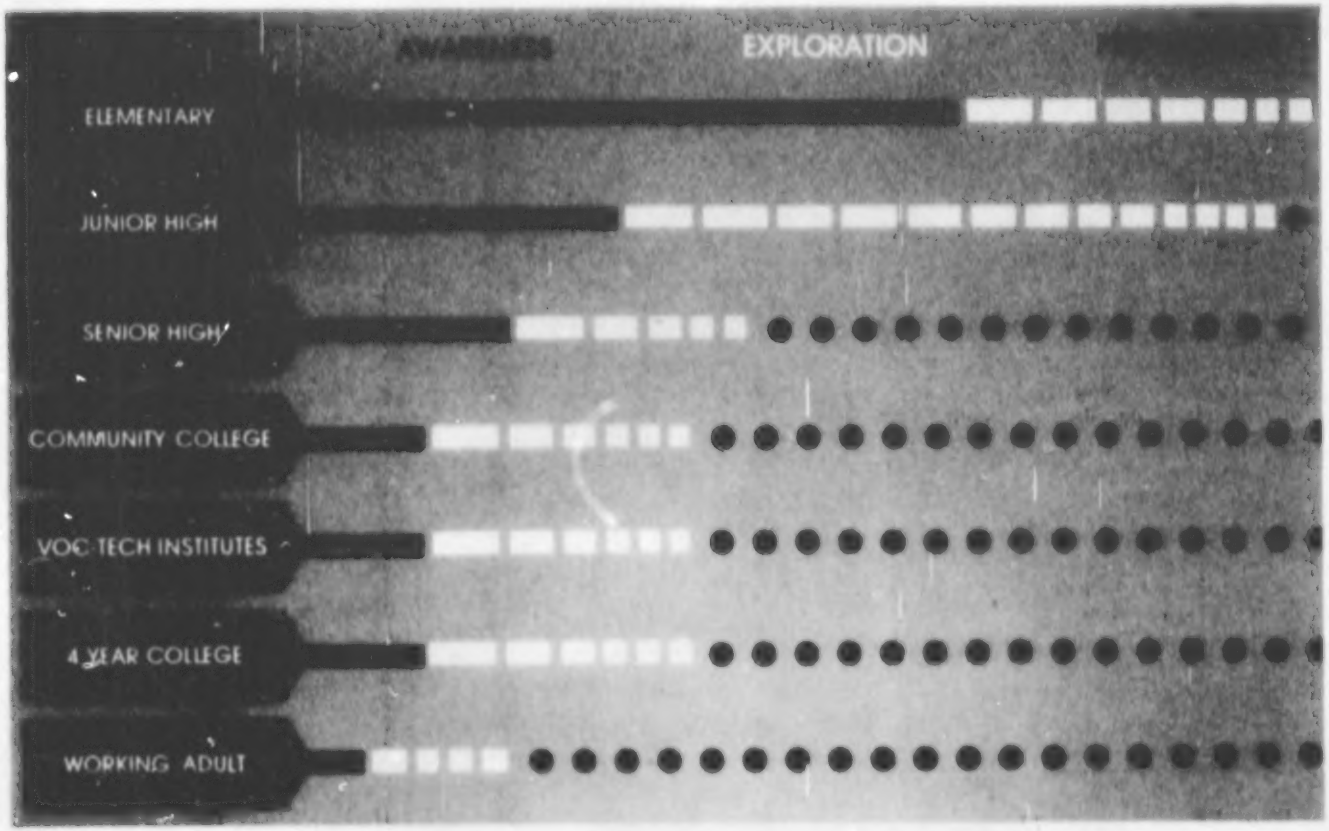


Figure 1
Career Education Programs

Readers should remember that this book deals chiefly with career awareness. To a limited degree, it deals with career exploration. It does not touch at all on career preparation.

Selecting activities

Lower elementary grades

All activities have been grouped into three general classifications:

1. self-perception
2. integration of occupational information into the curriculum
3. integration of occupational information into co-curricular activities

Under each of these classifications are a number of suggested activities.

In carrying out activities, teachers should be quite conscious of the danger of perpetuating harmful stereotypes. Regardless of sex, race or ethnic background, children should be provided a variety of experiences and opportunities to develop a healthy attitude toward the total spectrum of occupations.

Self-perception

As a child enlarges his perceptual world, he must learn to accept all of himself. The development of his self-concept is basic to understanding his importance in the adult world. Before a child can visualize himself as an adult, he must acquire an acceptable self-image and see himself as a person. The following paragraphs suggest activities teachers have used to help create this awareness.

Self-portraits

A teacher is able to get some information about how a child perceives himself when she asks each member of the class to draw a picture of himself and then tell about the picture. A related assignment is to draw a picture of the family and to tell about the family.

Child's name

A child's name is important to him. The teacher should use his name when responding to the child.

Facial expressions

The way a teacher looks at a child conveys the message that she is aware of him, that she approves or disapproves of him or his behavior, and that she knows he is in the group and knows what he is doing. She should look at a child when conversing with him or helping him with the understanding of a lesson.

Display child's work

The teacher can assist the child in acquiring a sense of adequacy by displaying his work where it can be seen. Each child is entitled to equal consideration from the teacher.

Mirrors

Mirrors in the classroom help a child visualize himself. A full-length mirror may offer the first opportunity some children have had to see themselves fully. Whenever possible, the teacher may have a hand mirror or a second mirror of some type so that a child can see both back and side reflections of himself.

Photographs

Since many children have never seen a rear view or a side view of themselves, the teacher may decide to photograph a child from these angles as well as from the front. Helping a child learn to recognize himself from other views increases his awareness of himself as a person.

Classroom environment

The classroom environment should provide security for the child while allowing him an opportunity for self-expression.

Integration of occupational information into the curriculum

Art

The art period provides the teacher with an excellent opportunity to guide younger children into a learning experience involving occupational information. The primary age child may draw a picture representing a specific topic assigned by the teacher. Such topics might be similar to the following:

"People Who Work in Our Schools"
"People Who Work in Our Community"
"People Who Work in . . . . . ."
"What I Would Like to Be When I Grow Up"

Occupations presented in the art lesson can stimulate the children to collect information about the world of work. As children become involved in gathering information, other related areas of employment may be brought to their attention.

Primary age children can be requested to look for people who work in "our school." As they become aware of the teachers, the librarian, the custodian, the cafeteria workers and others, the teacher may assign an art lesson in which they will draw these people at work.

Reading

Vocational information is readily included in the reading program of the primary grades. The basic reader presents topics that may suggest areas for discussions about workers and what their jobs involve. As adult work roles are included in the stories, the children should be encouraged to see these people as workers in a community. To develop a realistic picture of the occupations, the students can compare these roles to those of workers in the local community.

Social studies

The social studies curriculum in the primary grades encourages a child to become aware of the different jobs available in the community. Since a study of Community Helpers has long been the main area of emphasis in social studies, it is very easy to shift the attention to Community Workers and help children become aware that the helpers are workers who are making a living to support themselves and their families. The teacher should request that the pupils observe the fireman, policeman, the clerk in the department store, the plumber and other workers and report to the class the different things they saw the workers doing as part of their jobs.

Math

As the younger child becomes aware of numbers and counting, he can also become aware of the people who use numbers in their jobs. For example, a child accompanying a parent to the supermarket should notice the man who uses numbers to weigh vegetables, or the meat cutter who weighs and prices the meat, as well as the person operating the cash register at the checkout stand. Similarly, a study of time could start with discussions on the clockmaker and include such areas as airlines, trains, and other occupations where scheduling is an important phase of the business.

Science

Each unit of study suggests a related group of "job families." The study of plants, for instance, could begin with the gardener or farmer and include the forest ranger, the mill operator, the carpenter and the person who has studied horticulture or forestry at the college level.

Integration of occupational information into cocurricular activities

Interviews

Class members may select an adult they know to interview about his job. A class project such as this requires that the teacher use class time discussing the proper way to interview an adult. The teacher, during a class discussion, can help the children phrase questions to be used during the interview.

Such questions might be the following:

1. What is the name of your job?
2. Where do you do your work?
3. What hours do you work?
4. How does your work help our community? Our families?
5. What do you like or dislike about your work?

After children have interviewed an adult, they must be given the opportunity to discuss the results.

Class visitors

Various community workers can be invited to visit the class. During such a visit, the children should be given information on the duties of the job, the working hours, similar or related occupations and any other information that is requested by the students. It is probably better not to discuss the qualifications or training necessary unless it is requested. The purpose at this level is to create an awareness of the ways in which people make a living. Discussions can reinforce the concept that the visitor is an adult who works for a living as well as a person who contributes to the community by doing his job well.

Observation

Class discussions or other vocational development experiences could lead into an assignment where children are instructed to "look for people working as you are coming to school." An observant child will notice jobs such as truck drivers, service station attendants, breadmen, shoe repairmen, taxi drivers, and many others. The emphasis should again be on creating an awareness of adults at work, performing a needed service for the community as well as earning a living for their families.

Role playing

The younger the child, the greater the interest in actual job performance. Role playing gives the child an opportunity to see how it feels to be a ball player, a policeman, or a brick layer. As children become more aware of the different types of jobs available, they may enjoy letting two workers meet. The policeman needs to have his shoes repaired; thus he visits the shoe repairman. Several children may act out their version of this encounter.

As a greater awareness of a wide variety of occupations develops, the class may try making up a play which involves several different occupations. Teacher or students may select a title such as "The Journey of a Dollar." The dollar could go for a make-believe journey which might include a visit to the grocer. The grocer uses it at the doctor's office. The doctor needs a haircut. The barber uses the same dollar at the clothing store. The clothing store owner must pay his employees. Role playing of this type stresses the interdependence of occupations.

Storytime

A great number of books are available which tell the primary children about different occupations. Books of this nature may be read aloud at storytime and retold by the children. Parts of the books can be acted out if they are of particular interest to the pupils.

Plays

Commercial plays are available that include many of the familiar workers. A class may choose to make up its own play and perform it for others.

Field trips

Many places (factories, industries, businesses, construction projects, etc.) are located in or accessible to most communities which can be visited by class. Before going, the children should have an understanding of what to look for during the trip. After taking a trip, other activities previously suggested can provide reinforcement of the learning that has taken place during the trip.

Scrapbooks

Making scrapbooks can be used as an individual or as a class project. Scrapbooks can be as varied as the imagination of the children involved.

Scrapbooks can be made of the children's drawings showing people at work or maga-

zine pictures collected about one or many occupations. Poems or stories in books and periodicals may also be included in the scrapbook. This type of project may span the entire school year or be limited to a specific time that is suitable for the teacher.

Experience charts

Charts may be the results of class discussions, interviews, stories, pictures, and other projects. These charts can aid initial learning experiences and reinforce previous concepts. A class book can be made from a collection of charts prepared by the class concerning various occupations studied in class.

Individual booklets

Children in the lower grades are capable of making individual booklets of stories they have written about various occupations. Such stories may be a few lines long and illustrated as the student desires.

A sample page could be as follows:

Title
(The Fireman)

Illustration
(Short Story)

A similar project would involve small groups rather than individuals. Each child should be permitted to work with a group that is interesting to him. Titles such as "Community Workers" or "Workers at the Assembly Plant" may be selected by each group. After completion, the booklets can be bound for class use. Such collections of booklets provide not only occupational information, but also sources of material for independent reading.

Puzzles

Pictures of people working can be glued on posterboard, labeled, and cut into simple puzzles. Pictures or drawings of tools identified with specific occupations can be used in the same way. Names of the tools printed below the picture can be used to increase the students' vocabularies of work terms. For example, the teacher draws the carpenter's tools (hammer, saw, nails, etc.) on a sheet of paper and labels each tool so that the children are able to associate the words and pictures.

Posters

Commercial posters showing different people at work are available. A brief description of the job is on the back of each poster for teacher use. Posters of this type may be used as information for creating class experience charts, stories, and copy work for teaching manuscript writing. Similar posters can be made by the teacher or by the class for use in the same ways.

Visual aids

Many films and filmstrips about different vocational opportunities are available for use with primary age children.

Manufacturers' advertisements

Different manufacturers and industries publish booklets and cardboard displays that are related to the world of work and suitable for use by the young children. The alert teacher may find many of these aids helpful for motivating children in their adventure into the adult's world of work.

Games

Teacher-made matching games teach a child to read the names of familiar workers. A picture of each worker is glued to a card. The name of the worker is printed on a different card. Children are then instructed to match the name with the correct worker. Groups of workers can be used to make a set (six to eight different pictures and matching names). The same type of activity may be used with names and pictures of tools.

Seasons and holidays

Each season can be related to what jobs individuals perform; cotton, wool, and warm clothing are seasonal topics that involve the work of the farmer, sheepshearer and cotton mills. For example, Christmas can be related to the toymaking industry, Thanksgiving to turkey farming.

Selecting activities

Middle elementary grades

All activities have been grouped into three general classifications:

1. self-perception
2. integration of occupational information into the curriculum
3. integration of occupational information into co-curricular activities

Under each of these classifications are a number of suggested activities.

In carrying out activities, teachers should be quite conscious of the danger of perpetuating harmful stereotypes. Regardless of sex, race or ethnic background, children should be provided a variety of experiences and opportunities to develop a healthy attitude toward the total spectrum of occupations.

Self perception

Children in the middle elementary grades are gaining a greater awareness of themselves as individuals. During the lower grades, the teacher can help children develop positive attitudes about themselves as people.

Photographs, self-portraits, poems, and stories about themselves contribute to their self-concept. The teacher's attitude toward a child is reflected in the attitudes other children form toward that child. All students should be recognized as important members of a class. If a child has a particular talent, such as drawing, writing poems, or working with his hands, he should be recognized for this talent. The class can be taught to appreciate an individual's ability when the individual is allowed to use his own special skill

for class advancement. Each child should be valued for his unique contribution to the class, just as each worker should be valued for his contribution to society.

Integration of occupational information into the curriculum

Students at this level are ready for broadening previously developed information about available jobs. Many teachers are unaware of the variety of jobs available to the skilled or semi-skilled laborer. Teachers might like to survey the local community to become aware of the types of work available for boys and girls when they enter the work force.

Reading

The basic reader tends to rely heavily on managerial and professional men for picturing adults at work. The emphasis might be on the jobs related to the areas of employment mentioned in the basic reader. For instance, who works in the doctor's office besides the doctor? Reports, role playing, and interviews are useful in supplying this additional information.

Mathematics

Occupations which are related to math may be presented. At this level, emphasis should continue to be on the creation of an awareness of the many jobs in this area, as well as technical information about job qualifications and training. Units on weights, measures, area, and decimals readily suggest areas of employment the teacher can lead her students to discover. Every effort should be made to relate mathematics to work people do.

English

Units on letter writing, reference work, and poetry suggest jobs related to these topics such as the secretary, the poet, the author, and others. Children should be provided with opportunities to describe in written form jobs they perform or others perform. Learning how to write instructions and following instructions is another type of activity that should prove of interest.

Creative writing

Creative writing is an excellent way to help children realize the interdependence of all occupations. The use of such topics as "What if everyone in town is a grocer?" can aid in developing the understanding that each working adult contributes to the needs of the entire community. If more specific understanding is desired, a topic such as "A day in the life of a fireman" can focus attention on the tasks of a particular occupation. Creative writing provides the teacher with a check on attitudes and understandings that are being developed by students.

Integration of occupational information into cocurricular activities

Reports

The reports prepared by students in a classroom can result from interviews, trips, class projects, or any significant learning experience. Oral reports offer an opportunity for the class to become familiar with a wide range of occupations. When students are able to report on their respective interests, motivation will be great.

Reference work

After pupils have been encouraged to select an occupation of interest, the encyclopedias and other reference materials in the library are good sources of general or specific information. Students should be free to look for the type of information they are most interested in at the time.

Interviews

Before students interview adults about their jobs, the information being sought must be established. The class can formulate questions to be used as a guide during the interview. Questions should pertain to job performance, working hours, advantages and disadvantages of the job and working conditions, so that the child can gain a realistic concept of the working world. Students may interview parents, friends, local businessmen, or anyone available having the information they are seeking.

Plays

Writing and producing plays concerning occupations is an enrichment activity that gives the teacher an opportunity to observe the kinds of attitudes that students have developed. Plays are enjoyable activities that allow pupils to share their main interests and ideas with others in the class.

Displays

Displays of tools and products related to a specific occupation or several occupations are another way to motivate interest in the world of work.

Parents are a good source to consult for such displays. Carpenters, plumbers, and painters might be invited to bring tools to the classroom and describe how the tools are used in their work. If tools are left on display for a day or two, they should be labeled and a description of their use included in the display. Local industries or factories may be willing to supply samples of their products at various stages of production. Whenever applicable, students can use tools to make class projects or displays. Child-made models of industries or factories also make meaningful displays.

Scrapbooks

Whether they are individual or class projects, scrapbooks provide a method of collecting information that has been gathered by the group. Separate scrapbooks may be made for different job families studied, or one scrapbook may contain the year's study of vocations. Scrapbooks should reflect the

way individual needs of the students have been met.

Puppets

Class-made puppets and puppet shows related to vocational development give the children an opportunity to tell other class members what they have learned about employment. Such shows also open the door to a study of occupations in the entertainment field.

Field trips

Field trips should be designed to introduce students to jobs of which they have previously been unaware. Factories and industries have many jobs available that teachers and students might learn about as they observe adults performing these tasks.

Before the trip is made, a discussion on the types of activities that should be observed can greatly increase the effectiveness of the learning situation. Emphasis should be on the way one job relates to the other jobs in the factory or industry. Students need to be aware of the interdependence of the jobs performed; no one job can be fully effective without the adequate performance of the related jobs. All work is valuable when it is properly performed.

Participation in practical activities

Activities such as cardboard carpentry may be offered at this level. It can be a part of the school program or an after school activity. Through this activity it will be possible to integrate practically all of the curricular areas. This activity, if properly organized, stimulates considerable interest among the children. Discussion of related jobs includes the several levels of employment.

Utilizing existing school resources

"Hands-on" activities for children play an important part in career awareness. A wide variety of these activities may be arranged with junior and senior high school instructors of industrial arts, home economics, business education, agriculture and distributive education. Arrangements may be made to utilize senior students as "instructors." Activities may take place in the junior or senior high school facilities or in the regular elementary school classroom.

An important hands-on type activity should include line production techniques. Involvement in such things as design, production, marketing and distribution contribute to career awareness.

Home responsibilities and activities

Class discussions of the children's responsibilities at home help develop awareness of occupations that utilize similar skills. Students should again realize that these tasks are important and should be accomplished with pride. A broadening of this topic can develop knowledge of the hospitals, schools, businesses and other places that hire professional housekeepers, dietitians and other related personnel.

Selecting activities

Upper elementary grades

All activities have been grouped into three general classifications:

1. self-perception
2. integration of occupational information into the curriculum
3. integration of occupational information into co-curricular activities.

Under each of these classifications are a number of suggested activities.

In carrying out activities, teachers should be quite conscious of the danger of perpetuating harmful stereotypes. Regardless of sex, race or ethnic background, children should be provided a variety of experiences and opportunities to develop a healthy attitude toward the total spectrum of occupations.

Self perception

At the upper elementary grades pupils become more interested in the world of work. At this point they need to gain a better understanding of themselves in relation to the adult world. The attitudes they develop are highly important and will affect their role as a future worker. It is important, therefore, that teachers help their pupils to:

1. Develop a more accepting attitude toward themselves
2. Learn to accept success as rewarding and failure as inevitable
3. Learn to accept assets and liabilities and develop wholesome attitudes toward themselves as worthwhile individuals
4. Improve their work habits
5. Develop a tolerant attitude toward others, to desire success for them and to be aware that it is important for others to succeed
6. Develop a desirable attitude toward work in general; no occupation should be degraded

Teachers in the classroom can structure group activities so that a child who needs to gain social status can demonstrate a particular skill before his fellow students. The teacher should remember that students identify with the instructor's attitude in the appraisal of a particular child. A student who goes unnoticed by the teacher is likely to be unnoticed by his peers.

Integration of occupational information into the curriculum

Pupils in the upper elementary grades are interested in general job requirements. Information related to training and educational requirements, demands of the job itself, and salary will help a student determine if he has an interest in a particular field. No student should feel pressed to make a decision. During high school, emphasis is toward information that will help the student decide what courses he thinks will be most advantageous. A student should realize that the high school courses he chooses can aid him in obtaining future employment of his choice.

Sixth graders, especially, need help in becoming aware of their potentials and limitations. Teachers must encourage students to discover their strengths and also recognize weaknesses. Discussions and other activities that focus on the abilities needed for the performance of particular jobs help motivate a child to find out the qualifications required in his area of interest.

As stated previously, teachers should not push a child into making a vocational choice, but should give him information that he will need in the future and motivate him to investigate further the vocational area in which he may become interested.

Vocational development is most meaningful when correlated with one of the subject areas studied in this grade level; however, situations may arise where such information is presented to the student without being related to a present unit of study. The following activities suggest ways to facilitate correlation of vocational information with curriculum development.

Reference work

Encyclopedias furnish valuable information about occupations. Many books of interest that provide realistic information about a variety of occupations are available. A close inspection of the school library often reveals a wealth of information that provides answers to the questions of this age group.

Poems

Poems about occupations can be enjoyable and create interest in vocations. A recent book by Agnes Cochran Bramblett entitled **People at Work and Other Poems** is an excellent source for use by elementary students. Booklets of poems written by members of the class can also be an interesting project.

Publishing class paper

Publishing a class paper serves as a direct learning situation about the variety of jobs available at the local newspaper. Students learn the titles of the positions and something about the ability required for the actual performance of the job. If interest develops and more information is desired by the class, reports concerning necessary training and qualifications could be made in class.

Famous people

A class project which involves tracing the lives of famous people, television personalities, and local leaders would aid in helping students understand how decisions are made concerning one's life occupation. Students will realize that some people have been involved in several occupations before settling on their final vocational field.

Speakers

Adults representing different occupations can be invited to talk to the class. However, inviting speakers without giving the students an opportunity to express their desires indicates that teachers are not taking into consideration the needs of their pupils. Speakers should be requested to present facts and not to distort advantages or disadvantages.

Assembly programs

Visitors from local businesses and industries provide students with first-hand information. These programs should be geared to the interests expressed by the class.

Career days

A block of time, usually about two hours, may be set aside for several adult visitors to discuss their respective occupations. If the length of a discussion is held to forty-five or fifty minutes, the students will be able to attend sessions relating to several fields of interests.

Audio-visual aids

Films and filmstrips are useful reference sources. Some of these materials provide general information; others are more specific.

Bulletin boards

Bulletin board displays are as versatile as the teacher and the students in the class. Information displayed in an interesting way could be a class project, with special groups being responsible for making a bulletin board on their particular interests.

Study of local industries

The local community usually has a variety of employment opportunities. Teachers should study or obtain information from the industries concerning types of jobs available, training required, and number of people employed. The local chamber of commerce will be helpful to the teacher in getting this type of information.

School employment service

The school has numerous jobs that students normally perform, such as school patrol, audio-visual aides, and library helpers.

The school should design an application blank to be used by interested students that will include information such as the following: name, grade, address and telephone, birthday and birth place, person to notify in case of emergency, job applying for, student's qualifications, prior job experience, references, grades on last report card, and finally the child's signature. Also, a committee of students could be trained to interview job applicants, with final approval by the faculty. Notification of jobs available can be made by posters, school paper, or announcements. Notices should tell how and when to apply for the desired school job.

After a school has a workable system in operation, probationary and dismissal forms may need to be added. Emphasis should be placed on the fact that the student has total

responsibility for keeping or losing the job. If a student must be dismissed, he should be told the reason for termination. Rewards for outstanding performance may be given in the form of reports or badges.

Part-time jobs

Students at this level often have part-time jobs. Reports and oral discussions concerning their responsibilities and the responsibilities of those with whom they work broaden the general vocational information of the class. Advantages and disadvantages of these jobs should be openly discussed.

Field trips

Field trips to companies or industries employing people in occupations in which children have expressed a keen interest will enable the child to observe adults actually performing the job and help him establish a true picture of the world of work. Students should be instructed to observe the many types of positions available in each place visited. Follow-up activities may include reports, posters, discussions, and bulletin boards.

Individual field trips

If a parent is employed in a situation that permits the child to visit him on the job for a day, such a visit could be planned with the class benefiting from a report on the trip. Before such a visit, a class discussion on what the child should observe will enable others to obtain information of specific interest to them.

Participation in "hands-on" activities

Students in the upper elementary grades have a keen interest in hands-on type of activities. A more sophisticated approach to the suggestions made for the middle grades will prove effective. (See "utilizing existing resources," page 19.) Individual or group projects may be used.

Involvement in "hands-on" type of activities which result in an individual or group project is another activity that creates considerable interest. Teachers may have their own woodworking tools, or may coordinate this activity with the industrial arts instructor. The use of senior industrial arts students as tutors has also proven to be quite successful.

Private lessons

Students involved in private lessons, such as piano, dance, guitar, and art, should be motivated to discover further information about related job opportunities in these fields. Reports and bulletin boards will enable the entire class to profit from the information gained.

Clubs

When several students become interested in the same general employment field, a club can provide an opportunity to obtain further information of interest. These clubs enable pupils to study employment opportunities, qualifications, training and education, or other areas of interest.

Goals

Goals, concepts and objectives grades K-6

Goal A

Explore and assess personal attitudes, aptitudes, attributes and interests.

Concepts:

1. Jobs are often related to an individual's interest and abilities.
2. Individual is influenced in the choice of work by many factors, including the need for work, availability of work, experiential background, interests, aptitudes, capabilities, need for security and the rewards available.
3. Satisfaction with one's occupation is facilitated by the selection of an occupation which is consistent with one's personal aptitudes, attitudes and interests.

GRADE K OBJECTIVES

1. Assume responsibility for classroom jobs and evaluate.
2. Choose work projects in room.
3. Talk about occupations in which interested.
4. Recognize that people do not have the same interests or abilities.

GRADE 1 OBJECTIVES

1. Assume responsibility for classroom jobs and evaluate.
2. Identify an occupational choice and evaluate.
3. Recognize that all people do not have the same interests or abilities.
4. Discuss "attitudes" about work in which we participate at home and school.
5. Identify several occupations which a person may choose.
6. Identify how attitude, abilities and experiences affect performances.

GRADE 2 OBJECTIVES

1. Assume responsibility for classroom jobs and evaluate.
2. Choose occupation in which interested.
3. Recognize that all people do not have the same interests or abilities.
4. Discuss attitudes or feelings about work at home, school and in the community.

GRADE 3 OBJECTIVES

1. Assume responsibility for classroom jobs and evaluate.
2. Select a career in which interested.
3. Analyze attitudes toward work.
4. Analyze and compare reasons why people prefer certain occupations.
5. Evaluate personal attributes related to employability.

GRADE 4 OBJECTIVES

1. Assume responsibility for classroom jobs and evaluate performance.
2. Evaluate personal attributes related to employability.

GRADE 5 OBJECTIVES

1. Assume responsibility for classroom jobs and evaluate.
2. Relate identified interests and abilities to occupational choice and to degree of satisfaction.
3. Explore interrelationship between attitude, ability, experiences and performance.

GRADE 6 OBJECTIVES

1. Assume responsibility for classroom and school jobs and evaluate performance.
2. Analyze personal interests and aptitudes.
3. Examine occupations with respect to interest and aptitudes.

Goal B

Examine the concepts of work and work roles and the multiple occupational possibilities.

Concepts:

1. Family members perform a variety of jobs.
2. There are many kinds of work.
3. The performance of work results in products and/or services.
4. Supply and demand influence the kinds of occupations found in a community.
5. Occupations can be grouped into clusters.
6. Geography influences the kinds of occupations found in an area.
7. Technological and sociological changes eliminate and create jobs.
8. Workers are interdependent.

GRADE K OBJECTIVES

1. Recognize that there is work to be done in a home.
2. Recognize that family members also work outside the home.
3. Recognize that there is work to be done within the school.
4. Identify the jobs which people do within a school.
5. Explore one or more occupational areas.

GRADE 1 OBJECTIVES

1. Recognize that parents in their occupations are also community helpers.
2. Recognize that being a student is his present career.
3. Identify the goods and services produced in the community.
4. Identify and investigate some of the occupations.
5. Examine various rewards for performing work.
6. Define and identify the difference between the terms "work" and "occupation."
7. Recognize that people have more than one job.

GRADE 2 OBJECTIVES

1. Recognize that being a student is his present career.
2. Identify and investigate some occupations in community.
3. Identify the many occupations, and the interdependency of each.
4. Recognize that career selection may be based on hobby.

GRADE 3 OBJECTIVES

1. Study and identify businesses and occupations.
2. Identify the many occupations, and the interdependency of each.
3. Explore potential careers that develop from hobbies.
4. Contrast job opportunities in communities.
5. Analyze the changing nature of career opportunities.

GRADE 4 OBJECTIVES

1. Identify and evaluate rewards that are received from jobs.
2. Analyze variety of career possibilities in communities.
3. Analyze the changing nature of job opportunities in terms of technology and the needs of people.

GRADE 5 OBJECTIVES

1. Identify the many kinds of work and occupations, and the interdependence of each.
2. Explore several occupational areas.

3. Recognize that career selection may be based on a hobby.
4. Identify similar and contrasting job opportunities.
5. Analyze the changing nature of career opportunities.
6. Name and examine a variety of occupations.

GRADE 6 OBJECTIVES

1. Analyze the changing nature of occupations.
2. Explore occupations which are familiar.

Goal C

Develop attitudes, knowledge, and understandings of basic skills related to effective employment.

Concepts:

1. Workers use tools.
2. Family members have specialized knowledge and skills.
3. Basic skills are necessary for most of our jobs.
4. In a functioning society, people need to be aware of communication skills, behavior patterns, interdependence and understand job responsibilities.

GRADE K OBJECTIVES

1. Name, use, maintain, and store all tools and materials necessary to perform required classwork at any grade level.
2. Comply with school standards of behavior and tell the reasons why.
3. Practice communication skills with fellow students to solve a task.
4. Listen and follow directions for doing various jobs in the classroom.

GRADE 1 OBJECTIVES

1. Name, use, maintain and store all tools and materials necessary to perform required classroom work at any grade level.
2. Practice communication skills with fellow students to solve a task.
3. Relate basic skills of computation and communication to familiar occupations.
4. Recognize that learning is a continuing process.
5. Name and use some tools and materials used by workers.
6. Evaluate the interdependency of workers in a work situation when everyone has an assigned job.

GRADE 2 OBJECTIVES

1. Name, use, maintain and store all tools and materials necessary to perform required classwork at any grade level.
2. Comply with school standards of behavior and tell the reasons why.
3. Relate basic skills of computation and communication to familiar occupation.
4. Recognize that learning is a continuing process.
5. Recognize that health habits may affect job performance.
6. Identify some of the attitudes, knowledge and skills needed to perform an occupation.
7. Evaluate the interdependency of workers in a work situation when everyone has an assigned job.
8. Know the factors contributing to a worker's success.

GRADE 3 OBJECTIVES

1. Name, use, maintain and store all tools and materials necessary to perform required classwork.
2. Demonstrate acceptance of responsibility for self by moving within school facility without supervision.
3. Practice communication skills with fellow students.
4. Relate basic skills of computation and communication to familiar occupations.
5. Evaluate competence in vocabulary studies.
6. Plan and follow a weekly schedule which will promote good performance in school.
7. Examine the health and safety standards for workers in various occupations.
8. Examine qualifications needed by people in different jobs.

9. Identify how a job may change.
10. Recognize that similar jobs can be done in different businesses.
11. Analyze how specialization and division of labor affects the quality or quantity of goods produced.
12. Analyze the contribution each worker makes to a given industry or business.
13. Analyze factors relating to attaining and maintaining job.

GRADE 4 OBJECTIVES

1. Utilize mathematical knowledge to produce an item.
2. Analyze the need for good communication skills.
3. Recognize that a given skill or knowledge may be applied in a number of work situations.
4. Identify how a job may change.
5. Recognize that jobs require interdependency among workers.
6. Recognize that experience brings greater efficiency and skill to a job or related work activity.
7. Realize that health is a factor contributing to a worker's success.

GRADE 5 OBJECTIVES

1. Analyze need for knowledge of good communication skills.
2. Examine attributes needed by people in a number of different occupations.
3. Identify how industry may change because of resources.
4. Recognize that similar jobs can be done in several businesses.

5. Analyze and evaluate the contribution and interdependency of industries or businesses.
6. Examine the process of getting and keeping a job.

GRADE 6 OBJECTIVES

1. Examine qualifications needed by workers in various jobs.
2. Recognize that occupations have vocabularies unique to them.
3. Relate the value of personality traits to doing a job.
4. Describe tools and equipment needed in various occupations.
5. Integrate computation skills and design capabilities with production skills.
6. Examine and work with tools.
7. Use and store AV equipment.
8. Become aware that most jobs are not so simple as they seem.

Suggested activities

The following pages contain suggested activities for each grade level. Please note the format used. It includes:

grade level
goal
general concept
objectives
suggested subject area
suggested activity
learner expectations
notes to teacher

By utilizing this format, or a similar one, it will be possible for the planning task force to develop materials that are logically organized.

Grade level kindergarten

Goal A: explore and assess personal attitudes, aptitudes, attributes and interests.

General concept: jobs are often related to an individual's interests and/or abilities.

Objectives:

1. Assume responsibility for classroom jobs and evaluate.
2. Choose work projects in room.
3. Talk about occupations in which interested.
4. Recognize that people do not have the same interests or abilities.

Suggested subject area: multidisciplinary

SUGGESTED ACTIVITY NO. 1:

Paint a mural of the workers in your own school.

Orally discuss the responsibilities and roles of each of the school workers.

Invite an "artist" to discuss painting as an occupation and an interest.

In their discussion, have children orally identify the school jobs they perceive to be either the most or least fun.

LEARNER EXPECTATIONS:

That every child will help in the creation of the "school workers" mural.

The children will be able to orally discuss their perceptions of the various school jobs.

NOTE TO TEACHER:

Activities to meet the objectives under goal A can be varied and many. A kindergarten teacher must be ever ready to capitalize on the spontaneous responses and comments of her children and explore with them their own ideas and thoughts. Example: In a discussion on school helpers, the teacher must capitalize on the student's comments concerning the various roles played by school personnel.

Goal B: examine the concepts of work and work roles and the multiple occupational possibilities.

General concept: there are many kinds of work.

Objectives:

1. Recognize that there is work to be done in a home.
2. Recognize that family members also work outside the home.
3. Recognize that there is work to be done within the school.
4. Identify the jobs which people do within a school.
5. Explore one or more occupational areas.

Suggested subject area: multidisciplinary

SUGGESTED ACTIVITY NO. 1:

Children shall discuss with their parents the various jobs that must be done around their own homes.

LEARNER EXPECTATIONS:

Students will be able to identify the many work tasks at home.

SUGGESTED ACTIVITY NO. 2:

Have children discuss with their parents the occupations they are involved in outside the home.

A follow-up discussion where children discuss their parents' jobs outside the home.

LEARNER EXPECTATIONS:

Children will be able to understand the many jobs in which their parents are involved.

SUGGESTED ACTIVITY NO. 3:

Invite school personnel to the classroom to discuss with students their various school responsibilities.

LEARNER EXPECTATIONS:

Students will be cognizant that though jobs differ greatly, all workers contribute to the operation of the school.

SUGGESTED ACTIVITY NO. 4:

Using a tape recorder, the children will record all the occupations they can think of and in replays discuss what they know about each job.

Using magazines, newspapers, etc., children will create a collage of occupations and jobs.

LEARNER EXPECTATIONS:

Students will become familiar with a variety of jobs.

Goal C: develop attitudes, knowledge and understandings of basic skills related to effective employment.

General concept: in a functioning society, people need to be aware of communication skills, behavior patterns, interdependence, and understand job responsibilities.

Objectives:

1. Name, use, maintain and store all tools and materials necessary to perform required classwork at any grade level.
2. Comply with school standards of behavior and tell the reasons why.
3. Practice communication skills with fellow students.
4. Listen and follow directions for doing various jobs in the classroom.
5. Practice some health habits.
6. Recognize that food is related to health.
7. Describe the work done, clothes worn and tools used.

SUGGESTED ACTIVITY NO. 1:

Have children discuss maintenance and care of school and personal equipment.

LEARNER EXPECTATIONS:

The children will learn how to maintain materials in their room.

SUGGESTED ACTIVITY NO. 2:

Invite the principal to discuss acceptable school behavior. In addition, the administrator could discuss school and bus rules and the school patrol.

LEARNER EXPECTATIONS:

The child, at the conclusion of this discussion, will be cognizant of what is acceptable school behavior.

SUGGESTED ACTIVITY NO. 3:

The children will be paired and given a problem to solve. They are encouraged to discuss the problem and eventually agree upon a solution. Example: A "problem" might concern itself with how to make a new student feel welcome.

LEARNER EXPECTATIONS:

Children will have an understanding of verbal communication and its use as one means of problem solving.

SUGGESTED ACTIVITY NO. 4:

Children will be asked to complete a classroom project which will depend upon each student listening, following instructions and solving problems for the satisfactory completion of that task.

LEARNER EXPECTATIONS:

After several of these activities, students will, over a period of time, learn that listening is essential for following directions.

Grade level 1

Goal A: explore and assess personal attitudes, aptitudes, attributes and interests.

General concept: most activities are satisfying. They can be work or play.

Objectives:

1. Assume responsibility for classroom jobs and evaluate.
2. Identify an occupational choice and evaluate.
3. Recognize that all people do not have the same interests or abilities.
4. Discuss "attitudes" about work in which we participate at home and school.
5. Identify several occupations which a person may choose.
6. Identify how attitude, abilities and experiences affect performances.

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Ask students to bring two magazine pictures from home that show activities around the home.

Attempt to guide them to bring pictures that are related to "work" and "recreation!" Have available some pictures that are clearly "work" and others that are clearly "play" and some that could be in both areas.

Divide chalkboard into three columns, headed WORK; PLAY; BOTH.

Have the students place their picture in the column that they think is appropriate.

Discuss pictures that are clearly "work." Ask: Does your mother or daddy like to do these jobs? How do you know?

Discuss pictures that are "play."

Discuss pictures that are "either." How do we know which activities are "work" and which are "play?"

LEARNER EXPECTATIONS:

1. Students will classify home activity into the appropriate column.
2. Student will be able to name three kinds of work performed around the house.
3. The student will be able to name three kinds of play.

NOTE TO TEACHER:

A note to the parents describing what you are attempting may help in the kinds of pictures you get.

Goal A: explore and assess personal attitudes, aptitudes, attributes and interests.

General concept: there is dignity in work.

Objectives: see previous goal "A."

Suggested subject area: general

SUGGESTED ACTIVITY NO. 1:

Ask students to try a new task in the home that they generally don't perform. After a trial period of a week, ask students questions like the following:

a. Do you like the new task?
b. Were you able to do it successfully?
c. What did you use, or learn?
d. Are you willing to try new jobs at home?

LEARNER EXPECTATIONS:

Student will report orally on the satisfaction he received from the new job.

NOTE TO TEACHER:

1. Sample letter to parents:

   Dear Parents,

   Your child is learning about the world of work. Will you help him select a task in the home which he normally does not do but which would be helpful to the family?

   _____
   Teacher

2. This activity takes two periods:
   Period 1: Assignment
   Period 2: Discussion

Goal B: examine the concepts of work and work roles and the multiple occupational possibilities.

General concept: family members perform a variety of jobs.

Objectives:

1. Recognize that parents in their occupations are also community helpers.
2. Recognize that being a student is his present career.
3. Identify the goods and services produced in the community.
4. Identify and investigate some of the occupations.
5. Examine various rewards for performing work.
6. Define and identify the difference between the terms "work" and "occupation."
7. Recognize that people have more than one job.

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Tell students to close their eyes for a minute and think about jobs that must be done in the home. Then tell them to make a picture of one job that is done in the home.

LEARNER EXPECTATIONS:

Student will draw a picture of one job performed in his home.

NOTE TO TEACHER:

Paper
Crayons

SUGGESTED ACTIVITY NO. 2:

Prepare a bulletin board display of pictures. (See Activity 1.) Tell student to come to the bulletin board when his name is called to tell about his picture.

LEARNER EXPECTATIONS:

Each student will be able to describe his own picture.

NOTE TO TEACHER:

References, materials, etc.
Bulletin board
Students collect pictures.

SUGGESTED ACTIVITY NO. 3:

Point at a picture on bulletin board display and ask students to decide if the job is generally performed by:

a. Mother
b. Dad
c. Children
d. Everyone

After the class reaches a consensus as to who generally performs the job, write this choice on a label and pin it to the picture. Do this for each picture on display.

LEARNER EXPECTATIONS:

Students will be able to name family member or members who generally do a specific job in the home.

(See Activity 1.)

NOTE TO TEACHER:

Prepare the following labels:

Labels
Felt pen
Pins

Goal B: examine the concepts of work and work roles and the multiple occupational possibilities.

General concept: there are many kinds of work.

Objectives: See previous goal "B."

SUGGESTED ACTIVITY NO. 1:

Review the list of school workers. Have children paint a picture showing one of the school workers doing a task.

LEARNER EXPECTATIONS:

Student will paint a picture of a school worker.

MATERIALS:

1. Paper
2. Paint
3. Brushes

NOTE TO TEACHER:

Arrange pictures on bulletin board. Label as to job title and perhaps the name of the worker in your school, e.g.,

Secretary
Mrs. Smith

SUGGESTED ACTIVITY NO. 2:

Tell class that you will invite some school workers to the classroom to tell about their jobs. Add questions to chart of things students wish to know. The chart may read:

a. Why did you choose this job?
b. What do you like or dislike about your job?
c. Do you work mostly indoors or outdoors?
d. Do you work mostly with people or things?
e. Do you talk and listen much?
f. Do you read and write much?
g. Do you use math much?

LEARNER EXPECTATIONS:

Students will suggest questions to be asked of school workers.

MATERIALS:

1. Chart
2. Felt pen

SUGGESTED ACTIVITY NO. 3:

Ask the following school workers to come to your class for a ten minute interview:

a. Principal
b. Secretary
c. Janitor
d. Nurse
e. Cook
f. Librarian
g. Bus driver
h. Teacher (you or cohort)

You may schedule one a day. Sing song after each visit.

LEARNER EXPECTATIONS:

Students will listen to school worker and ask questions concerning duties, skills needed, etc.

MATERIALS:

"Rig-a-Jig-Jig"

MUSIC FOR YOUNG AMERICANS:

Book One 1963, American Book Co.

(Substitute name of worker for words "a pretty girl.")

NOTE TO TEACHER:

When arranging for resource speakers, you should give them a list of questions which they can use as a guide or at least be prepared to answer.

SUGGESTED ACTIVITY NO. 4:

Using a "Nifty" flip chart to record sentences as children dictate what they learned about the school worker who spoke the day before. This experience chart may be read the next day before another worker is brought in to speak.

LEARNER EXPECTATIONS:

Students will make statements about a school worker's job.

MATERIALS:

"Nifty" flip chart

NOTE TO TEACHER:

The complete chart may be as follows:

School Cook

Our school cook came to our room. She told us about her job. She must clean food, cook food, and serve food. She must read recipes, count tickets, write reports, work the stove and work the dishwasher. She likes her job and we like her!

SUGGESTED ACTIVITY NO. 5:

Show film. Then discuss characteristics of the student's job which are similar to school workers' jobs, e.g.,

a. Being on time
b. Observing rules
c. Doing one's part
d. Accepting responsibility

LEARNER EXPECTATIONS:

Student will state how his job is similar to school worker's jobs.

MATERIALS:

Film: **Going to School Is Your Job** (col.) (P) Journal Films, 1964.

SUGGESTED ACTIVITY NO. 6:

Take students on a tour of the school building to look for places where people work and also to look for as many workers as they can.

List places and workers on board as children name them upon return to classroom.

1. Office
2. Health room
3. Cafeteria and kitchen
4. Library
5. Speech room
6. Janitor's workroom
7. Playground
8. Other classrooms

LEARNER EXPECTATIONS:

After observing places where school workers work, students will be able to name at least five workers in the school.

MATERIALS:

1. Chalkboard
2. Chalk

NOTE TO TEACHER:

Before tour, discuss behavior. You may want to arrange for a parent to go along to help supervise.

SUGGESTED ACTIVITY NO. 7:

Divide class into groups of 8. Give each group a picture of a school worker. Give them time to study the picture and discuss among themselves . . . .

a. Who is the worker?
b. What is he doing in the picture?
c. What might he like about the job?
d. Does he work mostly with people or things?
e. Would any of you like the job and why?

Call on each group to come forward and tell about the picture.

LEARNER EXPECTATIONS:

Student will be able to identify a school worker and tell whether he works mostly with people or things.

MATERIALS:

SUE Flat pictures
"School Helpers"

NOTE TO TEACHERS:

Point out that people have different likes and dislikes. These may affect their choice of a job. Make a bulletin board using these pictures.

SUGGESTED ACTIVITY NO. 8:

Show filmstrip. List on chart workers seen in filmstrip as children name them.

Ask:

a. Why do you suppose each worker chose his job?
b. How could we find out why our school workers chose their jobs?

Begin a list on another chart of questions we want to ask our school workers.

LEARNER EXPECTATIONS:

1. Students will name school workers seen in film.
2. Students will list at least two questions to ask each school worker.

FILMSTRIP:

School Helpers

Goal C: develop attitudes, knowledge and skills needed for effective employment.

General concept: workers use tools.

Objectives:

1. Name, use, maintain and store all tools and materials necessary to perform required classwork at any grade level.
2. Practice communication skills with fellow students.
3. Relate basic skills of computation and communication to familiar occupations.
4. Recognize that learning is a continuing process.
5. Name and use some tools and materials used by workers.
6. Evaluate the interdependency of workers in a work situation when everyone has an assigned job.

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Ask students to bring from home some of the common tools used in the home.

a. Hammers and nails
b. Screw drivers and screws
c. Pliers and wrenches
d. Hand drill and wood bits
e. Can openers
f. Electric iron (or play iron)
g. Broom
h. Mop
i. Portable vacuum cleaner

Hold up each tool and ask questions; e.g.,

1. What is this?
2. Who uses this?

Demonstrate use of tools.

LEARNER EXPECTATIONS:

Student will be able to name each tool and explain orally what it is used for.

MATERIALS:

Tools
Tin cans
Wood scraps (soft wood)
Nails
Screws
Cloth
Bolts and Nuts

NOTE TO TEACHER:

The demonstrations may be done over a period of several days.

REFERENCE MATERIALS:

1. **New York City Industrial Arts Guide,** 1969.
2. **Teaching Elementary Industrial Arts,** Goodheart-Wilcox, 1970.

SUGGESTED ACTIVITY NO. 2:

Ask a small group of students to use tools at activity center as directed by adult supervisor.

LEARNER EXPECTATIONS:

Student will use at least two common household tools.

MATERIALS:

1. Tools
2. Soft wood scraps in a variety of sizes and shapes
3. Nails, nuts, bolts
4. Cloth, burlap
5. Cardboard (may be triboard boxes, etc.)
6. Glue

NOTE TO TEACHER:

Have a teacher aide or parent available for help at activity center. Industrial arts students from the senior high school are another good bet.

REFERENCE MATERIALS:

1. **New York City Industrial Arts Guide,** 1969.
2. **Teaching Elementary Industrial Arts.** Goodheart-Wilcox, 1970.

Goal C: develop attitudes, knowledge and skills needed for effective employment.

General concept: family members have specialized knowledge and skill.

Objectives: See previous goal "C."

Suggested subject area: math

SUGGESTED ACTIVITY NO. 1:

After working with money in the math program, have youngsters play the role of school secretary and students buying lunch tickets. Using play money, have half the class role play and half the class observe. Then switch. Note other skills used such as counting correct number of lunch tickets. Close by singing song.

LEARNER EXPECTATIONS:

Students will count play money when role playing.

REFERENCE:

Song "Ten Little Pennies"

Music for Young Americans, Book 1, 1963, American Book Company.

NOTE TO TEACHER:

Discussion may follow as to what would happen if the secretary didn't listen, speak, count, or write well.

SUGGESTED ACTIVITY NO. 2:

Write a recipe for cookies on a chart.

Have children take turns coming to activity center, reading directions from recipe and following it. After cookies are mixed, discuss skills used which cooks also use to prepare school lunches. (Reading, measuring.)

MATERIALS:
- Chart
- Ingredients for cookies
- Bowl
- Mixer
- Sifter
- Wooden spoon
- Cookie sheet

NOTE TO TEACHER:
To involve more children at once, arrange for volunteer parents to help and divide class into thirds.

SUGGESTED ACTIVITY NO. 3:
Have children role play the principal, teacher, and janitor to see how skills of speaking and listening are used.

Lead group discussion on what would happen if these workers could not speak or listen well.

LEARNER EXPECTATIONS:
Student will play part of principal asking janitor to mop and wax floor.

NOTE TO TEACHER:
You may play one part to get the idea across.

Grade level 2

Goal B: examine the concepts of work and work roles and the multiple occupational possibilities.

General concept: the performance of work results in products and/or services.

Objectives:
1. Recognize that being a student is his present career.
2. Identify and investigate some occupations in community.
3. Identify the many occupations, and the interdependency of each.
4. Recognize that career selection may be based on hobby.

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:
Use samples or pictures of several products to motivate a discussion of questions:
a. Could you use these goods?
b. Are these goods free?
c. What did someone have to do to make these goods?
d. How many producers of goods can you name?
(Wn. State Economics Guide)

LEARNER EXPECTATIONS:
Student will name at least three occupations that produce goods.

MATERIALS:
Magazine pictures showing a variety of products.

Actual products; e.g., bread, mittens, ball, eraser, bookcase, pencil.

REFERENCE MATERIALS:
Washington State Economics Guide

SUGGESTED ACTIVITY NO. 2:
Ask the students to name workers who do not produce goods. Then ask what they do produce. After the workers have been named, have each student make an illustration of a worker, headed by the caption:
"This Worker Produces Services"

LEARNER EXPECTATIONS:
Students will name at least three producers of services.

MATERIALS:
- Paper
- Crayons

SUGGESTED ACTIVITY NO. 3:
Ask students to tell about their parents' occupations. Then have them paint or draw a picture illustrating their parents at work.

LEARNER EXPECTATIONS:
Student will name parent's job and explain orally what he does.

MATERIALS:
- Paper
- Paint
- Crayons, etc.

NOTE:
If parents are unemployed, have them select a job that the parent used to have or that a friend has.

SUGGESTED ACTIVITY NO. 4:
Prepare headings for bulletin board:
- Producers of Goods
- Producers of Services

Use pictures from Activity No. 3. Ask children to place pictures on bulletin under correct headings.

LEARNER EXPECTATIONS:

Student can differentiate between a producer of goods or services.

Goal C: develop attitudes, knowledges and skills needed for effective employment.

General concept: basic skills are necessary for most of our jobs

Objectives:

1. Name, use, maintain and store all tools and materials necessary to perform required classwork at any grade level.
2. Comply with school standards of behavior and tell the reasons why.
3. Relate basic skills of computation and communication to familiar occupation.
4. Recognize that learning is a continuing process.
5. Recognize that health habits may affect job performance.
6. Identify some of the attitudes, knowledge and skills needed to perform an occupation.
7. Evaluate the interdependency of workers in a work situation when everyone has an assigned job.
8. Know the factors contributing to a worker's success.

Suggested subject area: language arts

SUGGESTED ACTIVITY NO. 1:

Begin one school day by pantomiming all activities for 5 to 10 minutes. Discuss the importance of the ability to speak well to the job of being a teacher. Ask students to name other jobs that require the facility of speech. List on a chart.

LEARNER EXPECTATIONS:

Students will name at least three jobs that require speaking skills.

MATERIALS:

Chart: "Workers Who Must Speak Well"

SUGGESTED ACTIVITY NO. 2:

Suggest to the students that they watch television for one hour after school one day and count how many different voices they heard. Discuss how the ability to speak well helped the television workers.

LEARNER EXPECTATIONS:

Student will name five different workers seen on TV who must speak well to do their jobs.

NOTE TO TEACHER:

Send note to parents explaining the project and what the students are required to do.

SUGGESTED ACTIVITY NO. 3:

Arrange for a person such as a waitress to come to class and explain why listening is important to her job. Ask the students to name other jobs where listening is an important skill. Prepare a chart with the class listing the jobs where listening is important. Label the chart "Workers Who Must Listen Well."

LEARNER EXPECTATIONS:

Students will name at least five other occupations where listening is important.

MATERIALS:

Tagboard
Crayons

SUGGESTED ACTIVITY NO. 4:

Take students to community library. Ask librarian to tell students about her work and other workers employed in the library. Ask her to point out the importance of reading in library jobs.

After the visit:

Discuss with the class workers who need to read well; post names on chart.

LEARNER EXPECTATIONS:

Student will be able to list five occupations where reading is important to a job.

NOTE TO TEACHER:

Prepare a chart on tagboard with this caption:

"Workers Who Must Read Well"

SUGGESTED ACTIVITY NO. 5:

Ask students to write a set of directions for individuals who have assigned tasks in the classroom. Collect directions prepared by students.

LEARNER EXPECTATIONS:

Students will write a set of directions for a room responsibility.

MATERIALS:

Paper
Pencil

SUGGESTED ACTIVITY NO. 6:

See Activity No. 5. Exchange directions so that each student has someone else's directions. Ask each student to follow the set of directions. Upon completion of this task, discuss the importance of clearly written directions. Point out how written directions prepared by students may be improved to bring out better results.

LEARNER EXPECTATIONS:

Student will be able to identify weaknesses in a set of directions.

SUGGESTED ACTIVITY NO. 7:

Ask students to think about different occupations that require writing. List these occupations that require writing on a chart.

LEARNER EXPECTATIONS:

Student is able to list five occupations that require writing skills.

NOTE TO TEACHER:

Prepare chart with this caption:

"Workers Who Must Write"

SUGGESTED ACTIVITY NO. 8:

Show filmstrip **Our Neighborhood Workers.** Make a chart that the students can use to record on as they watch the filmstrip.

Name of Worker | Speaking | Listening | Reading | Writing

LEARNER EXPECTATIONS:

Student will name five communication skills needed by each worker seen in the filmstrip.

FILMSTRIP:

Our Neighborhood Workers, Eye Gate House.

Grade level 3

Goal A: explore and assess personal attitudes, aptitudes, and interests.

General concept: there is dignity in all work.

Objectives:

1. Assume responsibility for classroom jobs and evaluate.
2. Select a career in which interested.
3. Analyze attitudes toward work.
4. Analyze and compare reasons why people prefer certain occupations.
5. Evaluate personal attributes related to employability.

Suggested subject area: language arts, social studies.

SUGGESTED ACTIVITY NO. 1:

Ask the class to think back to the last time they were assigned a job to do at home in which they were interested.

Discuss with the class:

a. How they felt when they were working.
b. How they felt when they were finished.

LEARNER EXPECTATIONS:

The student will be able to relate verbally his feelings about work.

NOTE TO TEACHER:

Help the children understand that there is dignity in work by pointing out that the worker can take pride in a job well done.

SUGGESTED ACTIVITY NO. 2:

Conduct class discussion about the workers who clean our streets, collect the garbage and deliver milk to the home.

LEARNER EXPECTATIONS:

The student will be able to write one paragraph about the importance of the services provided by the workers.

NOTE TO TEACHER:

Show that there is dignity in all work as long as it is honest labor and meaningful to the worker.

REFERENCE MATERIALS:

Flothe, Louis Lee. **Cowboy on the Ranch.** Scribner, 1959.

Hayes, Will. **Biggest Pig.** Melmont, 1958.

Liffring, Joan. **Dee and Curtis on a Dairy Farm.** Follett, 1957.

Bate, Norman. **Who Built the Highway?** Scribner, 1953.

Goodspeed, J. H. **Let's Go to Watch a Building Go Up.** Putnam, 1956.

Schlein, Miriam. **A Fisherman's Day.** Whitman, 1954.

SUGGESTED ACTIVITY NO. 3:

Develop a bulletin board around the idea "People Communicate in Their Work." Each child may place a picture of a worker on the bulletin board and tell how the ability to communicate effectively helps him in his work.

LEARNER EXPECTATIONS:

Student will be able to relate 4 examples in which the ability to communicate effectively helps a person work well with others.

NOTE TO TEACHER:

Pictures of various workers.

SUGGESTED ACTIVITY NO. 4:

Have class visit a radio station or TV station to find out all the workers involved in

the production of radio programs. Ask the guide before the visit to explain the duties of each worker and the importance of effective communication in the field of radio during the class visit.

LEARNER EXPECTATIONS:

Students will be able to illustrate through the role playing process the duties of each worker observed during the class visit.

REFERENCES:

Local radio or TV station.

Come To Work With Us Series: TV station.

Jean & Ned Wilkinson, Sextant Systems, Inc., 1970.

Television Works Like This. Jeanne Bendick; McGraw-Hill, 1965.

Television (A First Book.) Edward Stoddard; F. Watts, 1970.

SUGGESTED ACTIVITY NO. 5:

Have children read related books to find workers communicating effectively.

LEARNER EXPECTATIONS:

Student will read recommended books and will be able to answer oral questions pertaining to the books he has read.

REFERENCES:

1. Reichert, Edwin, and Bracken, Dorothy K. **Bucky's Friends.** Lippincott, 1957.
2. Miner, Opal, and Sevrey, Irene. **True Book of Communication.** Children's Press, 1960.
3. **What Happens at a Television Station.** Arthur Shay; Reilly & Lee, 1969.

Goal A: explore and assess personal attitudes, aptitudes, attributes and interests.

General concept: self-understanding is important in making career decisions.

Objectives: See previous goal "A."

Suggested subject area: language arts, social studies

SUGGESTED ACTIVITY NO. 1:

Play a guessing game. One child describes someone in the room and the others try to guess who it is. After several rounds in the game, the teacher asks, "How did you know it was Susy or Ben?" Through the responses of the children the teacher may help them understand that everyone is alike in some ways and different in some ways, and it is important to know ourselves.

LEARNER EXPECTATIONS:

Student will be able to state verbally one characteristic that is different about himself from other members of the class.

REFERENCES:

1. Darby, Gene. **Like You, Like You.** Benefic Press, 1971.
2. Cannon, Calvin. **What I Like To Do.** Coward-McCann, Inc., 1971.
3. Ilse, Margaret. **When I Grow Up.** Golden Press, 1968.

SUGGESTED ACTIVITY NO. 2:

Use a checklist inventory as a means of helping students begin understanding themselves.

Examples of items to be used on the checklist:

I like to:

__be outdoors
__be indoors
__draw pictures
__talk to people
__be by myself
__help people
__work with machines
__do things where I can move around
__work with my hands
__try new things
__make up songs
__build things
__collect things

Compare the results of their checklist with others in their class to discover likenesses and differences.

LEARNER EXPECTATIONS:

Student will be able to identify those settings and types of work that he is most interested in doing.

REFERENCES:

1. Lifton, Walter M. **What Could I Be?** Science Research Associates, pp. 28-29.
2. Lenski, Lois. **When I Grow Up.** Lippincott, 1960.
3. Maddox, Edith E. **When I Grow Up.** National Dairy Council, 1957.

SUGGESTED ACTIVITY NO. 3:

Invite workers from widely varying occupations to visit the class and explain why they enjoy their work.

LEARNER EXPECTATIONS:

Students will be able to list eight reasons why workers enjoy their occupations.

NOTE TO TEACHER:

Careful screening and planning will need to be done by the teacher and the invited workers before the visit.

Goal B: examine the concepts of work and work roles and the multiple occupational possibilities.

General concept: the performance of work results in products and/or services.

Objectives:

1. Study and identify businesses and occupations.
2. Identify the many occupations, and the interdependency of each.
3. Explore potential careers that develop from hobbies.
4. Contrast job opportunities in communities.
5. Analyze the changing nature of career opportunities.

Suggested subject area: social studies; mathematics

SUGGESTED ACTIVITY NO. 1:

Present film to class on how team work can produce a product.

Discuss with the class how people in school work together. For example:

What happens when one room goes to lunch too early or too late?

What happens when a class stays in a gym too long?

LEARNER EXPECTATIONS:

The student will be able to describe in one written paragraph the importance of working together.

FILMS:

We Want Goods and Services

How Is Clothing Made: A Story of Mass Production

Film Associates, Los Angeles.

SUGGESTED ACTIVITY NO. 2:

Have class construct clock faces. Coordinate activities with mathematics activities.

There are three steps in constructing a clock:

a. Make a cardboard circle
b. Make two hands of different lengths
c. Number the clock face
d. Assemble parts with paper fastener

Discuss with class that some jobs result in a product that is produced.

Discuss assembly-line techniques with class.

Divide class into 4 groups and develop assembly-line procedures.

LEARNER EXPECTATIONS:

1. Student will be able to verbally state the steps involved in producing a clock face.
2. Student will be able to orally explain the difference between "production of goods" and the "production of services."

MATERIALS:

Colored construction paper
Tagboard
Felt pens
Paper fasteners
Scissors

NOTE TO TEACHER:

Construct patterns for each component so that quality of product can be maintained.

Goal B: examine the concepts of work and work roles and the multiple occupational possibilities.

General concept: supply and demand influence the kinds of occupations found in a community.

Objectives: See previous goal "B."

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Ask the students what they think supply and demand mean.

LEARNER EXPECTATIONS:

The student will be able to orally discuss the relationship between supply and demand.

NOTES TO TEACHER:

Introduce the concept of supply and demand in the following manner:

1. Place a large amount of stickers (or other undesirable item) and a small amount of flowers (or other desirable items) on a table. Ask the children which they would rather have.
2. Alter the objects so that there is a large amount of flowers and a small amount of stickers. Ask the children which they would rather have.

SUGGESTED ACTIVITY NO. 2:

Ask the children to look for empty store buildings in the community and try to find out:

a. What kind of store was in the building?
b. Why did it go out of business?

Have the children report their findings to the class and discuss how a community changes because of supply and demand.

LEARNER EXPECTATIONS:

The student will compile a list of three businesses in the community which they know are directly dependent upon supply and demand.

Goal C: develop attitudes, knowledge and skills needed for effective employment.

General concept: basic skills are necessary for most of our jobs.

Objectives:

1. Name, use, maintain and store all tools and materials necessary to perform required classwork.
2. Demonstrate acceptance of responsibility for self by moving within school facility without supervision.
3. Practice communication skills with fellow students.
4. Relate basic skills of computation and communication to familiar occupations.
5. Evaluate competence in vocabulary studies.
6. Plan and follow a weekly schedule which will promote good performance in school.
7. Examine the health and safety standards for workers in various occupations.
8. Examine qualifications needed by people in different jobs.
9. Identify how a job may change.
10. Recognize that similar jobs can be done in different businesses.
11. Analyze how specialization and division of labor affects the quality or quantity of goods produced.
12. Analyze the contribution each worker makes to a given industry or business.
13. Analyze factors relating to attaining and maintaining job.

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Have the teacher initiate a discussion of education requirements vital to many occupations by asking the children to imagine that they were grown and wanted to be a bricklayer. How would they go about the business of becoming a bricklayer? After some discussion the teacher may suggest to the children that many occupations require some type of special education either in school or out of school.

LEARNER EXPECTATIONS:

Student will list at least three skills for an occupation and indicate where he might acquire the skill.

NOTE TO TEACHER:

Emphasize that people acquire skills at home, at school and on the job. Most people do need special skills to secure a job.

SUGGESTED ACTIVITY NO. 2:

Each child will select an occupation in which he is currently interested and investigate the education requirements of that occupation, both general and specific.

Students may acquire this information through filmstrips, pamphlets, books, interviews with workers.

LEARNER EXPECTATIONS:

Student will be able to write a paragraph listing at least three educational requirements of a specific occupation.

NOTE TO TEACHER:

Suggested headings of occupational education:

a. High school diploma required.
b. On-the-job education required.
c. College degree required.
d. Special schooling required (such as barber college).
e. No education required.

Grade level 4

Goal A: explore and assess personal attitudes, aptitudes and interests.

General concept: most activities are satisfying. They can be work or play.

Objectives:

1. Assume responsibility for classroom jobs and evaluate performance.
2. Evaluate personal attributes related to employability.

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Discuss with the class the reasons people work by answering these questions.

a. What is the difference between work and play?
b. What is the difference between work and a hobby?
c. When is work interesting and a pleasure?
d. What would it be like at home if your father never worked?
e. What are some of the reasons people work?

LEARNER EXPECTATIONS:

1. Student will be able to orally state example of the difference between work, play and hobbies.
2. Student will be able to orally state several reasons why people work.

NOTE TO TEACHER:

As students respond to questions, write their answers on the chalkboard.

Goal A: explore and assess personal attitudes, aptitudes, attributes, and interests.

General concept: (a) finding areas of interest can aid self-understanding, (b) self-understanding can point to occupational interests.

Objectives: See previous goal "A."

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Have the teacher administer the interest inventory "What I Like to Do." The children, under the guidance of the teacher, score their own responses and complete the profile sheet. The teacher will want to duplicate the profile charts so that one copy may be kept for later reference and evaluation. The teacher will need to explain what is meant by interest areas on the inventory.

LEARNER EXPECTATIONS:

Student will be able to list, in writing, several of his interest areas.

REFERENCE:

Thorpe, Louis P., and others. **What I Like To Do.** Science Research Associates, 1954.

SUGGESTED ACTIVITY NO. 2:

Have the children investigate vocational interests associated with their strong interest areas. Use of reference materials can be encouraged by the teacher to provide the student with accurate and realistic views of the occupations under investigation.

LEARNER EXPECTATIONS:

Student will be able to associate an interest area with a vocational interest area.

NOTE TO TEACHER:

Refer to the following books for sources of information:

1. Tennyson, W. Wesley and others. **The Teacher's Role in Career Development.** National Vocational Guidance Association, Washington, D.C.
2. Forrester, Gertrude. **Occupational Literature.** H. W. Wilson Co., New York, 1964.

Goal B: examine the concepts of work and work roles and the multiple occupational possibilities.

General concept: occupations can be grouped into clusters.

Objectives:

1. Identify and evaluate rewards that are received from jobs.
2. Analyze variety of career possibilities in communities.
3. Analyze the changing nature of job opportunities in terms of technology and the needs of people.

SUGGESTED ACTIVITY NO. 1:

Have the teacher review the meaning of job families by asking the children to discuss:

a. What is a family?
b. What is a job?
c. What, then, is a job family?

LEARNER EXPECTATIONS:

Student will be able to orally or in written form describe the term "job family."

NOTE TO TEACHER:

Refer to the book **Occupational Information: The Dynamics of Its Nature and Use,** by Max F. Baer and Edward C. Roeber, Science Research Associates, Inc., Chicago, 1964, pp. 167-173.

SUGGESTED ACTIVITY NO. 2:

Have the teacher introduce broad groups of occupations and explain briefly what is included and meant by each of the groups. The class may divide into groups, each committee using one of the groups as a basis for developing job families. The committees may include locally found occupations as well as those outside of the immediate community. Atypical as well as typical occupations should be considered.

LEARNER EXPECTATIONS:

The student will be able to develop a list of occupations that make up a job family.

NOTE TO TEACHER:

Refer to book, **Occupational Information: The Dynamics of Its Nature and Use,** by Max F. Baer and Edward C. Roeber, Science Research Associates, Inc., Chicago, 1964.

SUGGESTED ACTIVITY NO. 3:

Have children examine the want ads of newspaper to find out:

a. How many job opportunities require education?
b. How many job opportunities require high school diplomas?
c. How many job opportunities require college degrees?

LEARNER EXPECTATIONS:

Students will be able to orally describe several occupations which require diplomas or degrees.

NOTE TO TEACHER:

Have students bring newspaper from home.

Goal B: examine the concept of work and work roles and the multiple occupational possibilities.

General concept: geography influences the kinds of occupations found in an area.

Objectives: See previous goal "B."

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Show filmstrip which depicts work in different geographical areas. At the conclusion of the filmstrip, the class may discuss:

a. What occupations were shown?
b. What geographical areas were shown?
c. What effect does geographical location have on occupations?

LEARNER EXPECTATIONS:

1. Student will list 12 occupations.
2. Student will list the geographical areas corresponding to the 12 occupations entered in expectation No. 1.
3. Student will orally describe importance of geographic areas in terms of availability of occupations.

FILMSTRIP:

Pierce, Mary Lusk. **The Community Where You Live.** Allyn, 1958.

NOTE TO TEACHER:

Write occupations and geographical areas where these occupations are found on chalkboard.

SUGGESTED ACTIVITY NO. 2:

Have students compare the want ad sections of newspapers from small towns and large cities to find the occupations that are the same and those that are different.

Have student investigate whether or not an occupation in which he is interested would likely be found in any area of the United States. He will write a paragraph showing his findings.

LEARNER EXPECTATIONS:

1. Student will be able to orally realize different occupations in different areas.
2. Student will report in writing where he is most likely to find work in an occupation he is interested in.

NOTE TO TEACHER:

Arrange to have students bring in want ads sections from newspapers from several cities.

SUGGESTED ACTIVITY NO. 3:

Have class correspond with children in other areas of the United States describing their communities and work and workers found there. Descriptive booklets of the communities could be written and illustrated with photographs and exchanged by the children.

LEARNER EXPECTATIONS:

1. Student will orally report the occupations in different areas.
2. Student will complete booklet describing work and workers in communities.

Goal B: examine the concepts of work and work roles and the multiple occupational possibilities.

General concept: technological and sociological changes eliminate and create jobs.

Objectives: See previous goal "B."

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Explain that due to scientific advances fewer people are involved in producing goods and more workers produce services. The county agricultural agent will be invited to visit the class and explain how farming is changing because of science. He may discuss the differences in (a) the number of farmers now and fifty years ago, and (b) the amount of production now and fifty years ago.

Have students investigate vocations in which they are interested as to the evolution of that occupation. The teacher will suggest that they read reference materials in the library.

LEARNER EXPECTATIONS:

Students will orally report in class the reasons jobs change.

FILMSTRIP:

"Then and Now in the United States Series," filmstrips, Encyclopedia Britannica Films.

NOTE TO TEACHER:

Contact agricultural agent and arrange for visit.

Goal C: develop attitudes, knowledge and skills needed for effective employment.

General concept a: workers are interdependent. (4)

Objectives:

1. Utilize mathematical knowledge to produce an item.
2. Analyze the need for good communication skills.
3. Recognize that a given skill or knowledge may be applied in a number of work situations.
4. Identify how a job may change.
5. Recognize that jobs require interdependency among workers.
6. Recognize that experience brings greater efficiency and skill to a job or related work activity.
7. Realize that health is a factor contributing to a worker's success.

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Have the children dramatize the following situation:

Johnny doesn't feel well so his mother takes him to the doctor (general practitioner) but the doctor can't find out what is wrong with Johnny so he sends Johnny to another doctor who specializes in children's illnesses (pediatrician). The pediatrician is not sure what is wrong with Johnny so he sends him to another doctor who specializes in bones and joints (orthopedic surgeon) who also can't discover what is wrong with Johnny. The orthopedic surgeon sends Johnny to a doctor who specializes in skin diseases (dermatologist). The dermatologist looks at Johnny and says, "Johnny, I know what your trouble is. You don't feel well because your belt is too tight and it is hurting your stomach."

Discuss with the class:

a. Why health workers need to specialize.
b. How specialization leads to interdependency.
c. Student will be able to orally state several examples of workers who need to specialize.

General concept b: specialization leads to interdependency.

SUGGESTED ACTIVITY NO. 2:

Have the children work in committees to develop circular graphs showing the interdependency of health occupations.

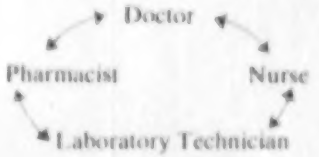
LEARNER EXPECTATIONS:

Student will be able to draw a graph showing the relationship of health occupations and the interdependency of these occupations.

NOTE TO TEACHER:

Write the following example on chalkboard for students to view.

Example of a circular graph:



Remember that a nurse may be male, a doctor may be female, and that one occupation is no better than another.

Grade level 5

Goal A: explore and assess personal attitudes, aptitudes, attributes and interests.

General concept: individuals vary in their interests and abilities.

Objectives:

1. Assume responsibility for classroom jobs and evaluate.
2. Relate identified interests and abilities to occupational choice and to degree of satisfaction.
3. Explore interrelationship between attitude, ability, experiences and performance.

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Put a silhouette of a human figure on the bulletin board along with three captions: abilities, interests and occupations. The class may develop a hypothetical person, making up his interest and abilities and listing them under the appropriate captions. Then the class can make a list of occupations the individual could do well because of his interests and abilities.

Help the class see that people can perform (work) in many different occupations because of their interest and abilities.

LEARNER EXPECTATIONS.

Given a set of interests and abilities, the student will be able to identify at least three appropriate careers for an individual.

MATERIALS:

Sample bulletin board:

Interests	Abilities	Possible Occupations
. . . . .		. . . . .
. . . . .		. . . . .
. . . . .		. . . . .

LISTS AND REFERENCES FOR THE TEACHER:

Interests	Abilities
Outdoor	Verbal comprehension
Mechanical	Reasoning
Computational	Number ability
Scientific	Space ability
Persuasive	Mechanical comprehension
Artistic	Clerical speed and accuracy
Literary	Physical skills
Musical	Manual dexterity
Social Service	Creative ability
Clerical	Artistic ability
	Writing ability
	Musical ability
	Dramatic ability
	Persuasive ability

Science Research Associates, Byrne, John and Katherine.

(1) **You and Your Abilities.**

(2) Paulson, Blanche B. **Discovering Your Real Interests.**

(3) Kuder, Frederic and Paulson, Blanche. **Exploring Children's Interests.**

(4) Baillard, Virginia. **Your Abilities.**

(5) **Career-Planning Guide.** The World Book Encyclopedia, Merchandise Mart Plaza, Chicago, Illinois.

SUGGESTED ACTIVITY NO. 2:

Have class list on a chalkboard what aptitudes, or abilities, they think it would take to be successful in careers associated with physical education. Beside this, list the occupations related to physical education. Then, the class will draw arrows from each one of the abilities to several of the careers. (Physical education is used here only as a suggestion.)

LEARNER EXPECTATIONS:

Students will be able to list at least five careers that can be associated with physical education.

NOTE TO TEACHER:

A sample of possible student's list:

(1) Abilities
- Physical skills
- Manual dexterity
- Artistic abilities
- Music ability
- Writing ability
- Reasoning

(2) P.E. careers
- Dancer
- Athlete
- Sports cartoonist
- Umpire
- Lifeguard
- Timekeeper

The above list is from Tennyson, Wesley, **The Teacher's Role in Career Development,** p. 82. National Vocational Guidance Association.

SUGGESTED ACTIVITY NO. 3:

Have each child choose one career associated with physical education and write a short report relating the interests and abilities necessary to be successful in that career. These reports can be added to the career notebooks which were begun earlier in the year.

MATERIALS:

Individual career notebooks

SUGGESTED ACTIVITY NO. 4:

Invite a person working in some health and/or physical education related career to visit the class and discuss:

a. His work.
b. His interests and abilities that helped him decide on this career.
c. Necessity of good health and physical exercise to everyone regardless of differences in abilities and interests.

LEARNER EXPECTATIONS:

Student should be able to discuss what the speaker's job is and what functions he performs.

SUGGESTED ACTIVITY NO. 5:

Have students list those things of a physical nature which they can do well, i.e., running, jumping, throwing, etc. He may make a second list of possible occupations for which these skills would be necessary. You should help the students see that every individual has a unique set of abilities, the combination of which presents many occupational possibilities.

LEARNER EXPECTATIONS:

1. The student will be able to list at least three physical skills that he possesses.
2. The student will be able to identify two occupations that require such skill.

SUGGESTED ACTIVITY NO. 6:

Have the class play "Concentration" using occupation and tool cards turned upside down on the floor or table. To get one point, the student must:

a. match the appropriate tool and occupation card
b. state the name of the occupation

c. tell how the worker uses that particular tool in his work.

LEARNER EXPECTATIONS:

The student will be able to list at least five tools used by three different workers.

MATERIALS:

Occupation and tool cards from Peabody Language Development Kit, Level No. 2.

SUGGESTED ACTIVITY NO. 7:

Have students examine their career notebooks to find out what careers they learned about, which they knew little or nothing of at the beginning of the school year. Have them relate what they have learned in informal sharing periods —

a. what they have learned about the world of work in general, and
b. various occupations in particular.

MATERIALS:

Individual career notebooks

NOTE TO TEACHER:

This activity should be a culminating activity and should be concluded with a test.

SAMPLE EVALUATION FORM:

Evaluative procedures for the fifth grade will, of necessity, be a continuous process using both objective and subjective data. Teacher will find it helpful to keep a daily log including her observations and anecdotes of class and individual behavior during the various activities. By making notes periodically indicating especially effective or ineffective methods, activities, and materials, the program will constantly be improved.

Evaluation of the growth of each individual child is germane to the evaluation of the total program. The following methods are suggested as means of determining the development of the child's understanding of the nature of work.

Give children a list of open-ended sentences regarding the concepts they have learned during the year. How they respond will determine the gain in understanding and what is important to them.

1. People need to cooperate in many occupations because . . . . . .
2. A worker needs to know about supply and demand because . . . . . .
3. Some people move because . . . . . .
4. I see myself twenty years from now as a . . . . . .
5. I am going to school because . . . . . .
6. One of the things I need to know about the world of work is . . . . . .
7. People work because . . . . . .

Have children match brief descriptions of various occupations studies throughout the year with occupational titles. This technique will evaluate factual knowledge gained by the students.

(1) Auto Mechanic
(2) Auto Salesman
(3) T.V. Announcer
(4) Math Teacher
(5) Stewardess
(6) Co-Pilot
(7) Purser
(8) T.V. News Director
(9) Riveter
(10) Roustabout
(11) Lumberjack
(12) Sports Cartoonist
(13) Lifeguard
(14) Athletic Trainer
(15) Camp Director

a. Saves swimmer from drowning and gives first aid.
b. Repairs oil field equipment, unscrews pump rods.
c. Uses a hammer and a machine to fasten pieces of metal together.
d. Works in the forest and cuts down trees.
e. Draws cartoons to show important sports news.
f. Serves meals, sandwiches to passengers riding on an airplane.
g. Tells about different programs, interviews guests, and tells people about news.
h. Sells cars to people.
i. Fixes cars so people can drive them.
j. Shows students how to use numbers.
k. Aids the pilot in all flying activity, keeps flight records, instrument readings, and relieves pilot.
l. The number one flight attendant who keeps records and sees that passengers are comfortable.
m. Massages parts of players' bodies to relieve soreness, strain and bruises.
n. Plans recreational activities for recreational program, hires and supervises camp staff.
o. Plans and prepares news for T.V. announcers.

Present short paragraphs depicting problem situations which the students are

asked to solve on the basis of what they have learned throughout the year. The evaluation of the children's responses will necessarily be subjective, but indicative of the ability to apply those concepts learned throughout the year.

EXAMPLE:

John Jones and his family live in a small town. John is a shoe repairman and has built up a fine business. However, two more shoe repairmen move to town and John Jones' business drops off. What shall John do about it?

Goal A: explore and assess personal attitudes, aptitudes, attributes and interests.

General concept: workers may produce goods or provide services.

Objectives: See previous goal "A."

Suggested subject area: social studies, math

SUGGESTED ACTIVITY NO. 1:

Have class list the occupations associated with mathematics under headings "Producer of Services" and "Producer of Goods." The children will need to explore the occupations under consideration to some depth in order to determine what, exactly, the worker produces.

LEARNER EXPECTATIONS:

Students will be able to write a short paragraph explaining the difference between goods and services.

MATERIALS:

1. Norris, Willa and Manheimer, Wallace. **What Good Is Math?** S.R.A., pp. 40-43.
2. Tennyson, W. W. et al. **The Teacher's Role in Career Development.** Minnesota Dept. of Education, pp. 78-80.
3. Widening Occupational Roles Kit, S.R.A.

NOTE TO TEACHER:

Have class review the meaning of the terms goods and services. Make sure the children have clear understanding of these terms before proceeding to next activity.

SUGGESTED ACTIVITY NO. 2:

Have each student select a career associated with mathematics and find out, by reading and/or interviewing, information to answer questions in the column to the right. Brief oral reports can be given to the class by each student if time permits. Written report can be included in each student's career notebook.

LEARNER EXPECTATIONS:

1. Students will present an oral report on a career associated with mathematics.
2. Students will write a report on a career associated with mathematics and include it in their career notebook.

NOTE TO TEACHER:

Sample report form:

a. Nature of work
   (1) What does the worker actually do on the job?
   (2) Does he produce goods or services?
   (3) What tools does he use?
   (4) What are the working conditions?
   (5) Hours?
   (6) Surroundings?
b. Qualifications
   (1) What special abilities are required?
   (2) Age?
   (3) Physical characteristics of the worker?
c. Do you think you would like to do this type of work? Why or why not?

SUGGESTED ACTIVITY NO. 3:

Have class develop a pie graph depicting percentage of workers explored in previous activity or approach No. 1, who produce (a) goods, (b) services, (c) both goods and services, and (d) unknown.

LEARNER EXPECTATIONS:

Student should be able to explain in written or oral form the difference between producers of goods and producers of services and the percentage of people employed in each category.

NOTE TO TEACHER:

Sample pie graph—mathematic careers

NOTE: The percentages should be based on the children's findings.

SUGGESTED ACTIVITY NO. 4:

Review concept with class: some workers produce goods; others produce services (inasmuch as this is the last time this concept will be discussed at any length). Hopefully, the children can begin generalizing this concept to all areas of the world of work. The teacher may aid this process of generalization by asking the following questions:

a. Why do we need producers of goods?
b. Why do we need producers of services?
c. How do producers of services and goods help our community or nation?
d. How many producers of goods can you think of?
e. How many producers of services can you think of?

LEARNER EXPECTATIONS:

Student should be able to orally or in written form answer the five questions posed above.

REFERENCES:

1. Fenton, Caroll Lane and Kitchen, Herminie. **Fruits We Eat.** Doubleday, 1961.
2. Foster, Joanna. **Pages, Pictures, and Print: A Book in the Making.** Harcourt, 1958.
3. Billings, Henry. **Construction Ahead.** Viking, 1951.
4. Coombs, Charles Ira. **High Timber: The Story of American Forestry.** World, 1960.
5. Brooks, Anita. **The Picture Book of Tea and Coffee.** Day, 1961.

Goal A: explore and assess personal attitudes, aptitudes, attributes and interests.

General concept: basic skills are necessary for most jobs.

Objectives: See previous goal "A."

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Discuss with children answers to the following questions:

a. Why do we have schools?
b. Why is school important to people?
c. How can school help people prepare for work?
d. What should we expect to gain from school experiences?
e. What can we do to get the most out of school?

LEARNER EXPECTATIONS:

Children will discuss questions that will lead to generalizations about importance of school leading to a career.

NOTE TO TEACHER:

List children's suggestions on chalkboard. These ideas can be reconsidered and regrouped to formulate generalizations regarding school as a preparation for a career. This list can be saved for further additions.

SUGGESTED ACTIVITY NO. 2:

Have children explore various occupations (by reading or interviewing) to discover:

a. Level of education needed
b. Facility in particular school subjects needed

LEARNER EXPECTATIONS:

Children will discover that certain skills are needed for various occupations.

MATERIALS:

Occupational Charts, F. A. Owen Publishing Co., Dansville, N. Y.

SUGGESTED ACTIVITY NO. 3:

Have children begin making career notebooks with short paragraphs included regarding activities No. 1 and 2 (see above). These notebooks can be kept and added to during entire school year.

LEARNER EXPECTATIONS:

Children will plan and start developing a career notebook.

MATERIALS:

Spiral notebooks or manila folders — enough for each child in classroom to have his own.

NOTE TO TEACHER:

These notebooks can serve as basis for review during month of May and evaluation of progress.

SUGGESTED ACTIVITY NO. 4:

Show filmstrip relating importance of school to work. At the conclusion of film, the class may discuss the following question:

How should a person decide on the amount of education he would like to have?

LEARNER EXPECTATIONS:

Students will be able to list three reasons why school is important in getting and keeping a job.

FILMSTRIP:

What Good Is School? Walter M. Lifton, Society for Visual Education, Inc., Chicago, Illinois.

SUGGESTED ACTIVITY NO. 5:

Direct students in the class to visit three

people in the community. See what they do on their job during an eight-hour day. How often do they need to know the things you learn in school? Pick one of the people they have interviewed and list the subjects he or she took in school. What other jobs could they get?

LEARNER EXPECTATIONS:

Students will fill out questionnaire on the three people they have interviewed.

NOTE TO TEACHER:

Develop with your class a simple questionnaire to help students accomplish activity.

SUGGESTED ACTIVITY NO. 6:

Direct children to read related books.

LEARNER EXPECTATIONS:

Students will write a short summary of at least two books they have read.

STUDENT REFERENCES:

1. MacMann, Elaine. **Risky Business.** Putnam, 1956.
2. **Tommy Looks at Farming.** B. F. Goodrich Co., Akron, Ohio.
3. Colby, Carrol Burleight. **Police: The Work, Equipment, and Training of Our Finest.** Coward, 1954.
4. Floherty, John Joseph. **Our F.B.I. An Inside Story.** Lippincott.
5. Gibson, Michael Dara. **Rescue from the Air.** Abelard, 1960.

Goal B: examine the concepts of work and work roles and the multiple occupational possibilities.

General concept: workers are interdependent.

Objectives:

1. Identify the many kinds of work and occupations, and the interdependence of each.
2. Explore several occupational areas.
3. Recognize that career selection may be based on a hobby.
4. Identify similar and contrasting job opportunities.
5. Analyze the changing nature of career opportunities.
6. Name and examine a variety of occupations.

Suggested subject area: social studies, language arts

SUGGESTED ACTIVITY NO. 1:

Have children "brainstorm" the word "cooperation." Ask each child to name the first thing that pops into his head when the word "cooperation" is used. Carry on a divergent discussion about their responses. Be careful not to indicate judgment of quality of answers from students.

LEARNER EXPECTATIONS:

Student will be able to list at least two examples which will demonstrate their understanding of the word "cooperation."

NOTE TO TEACHER:

Develop a list of questions for use in carrying on the discussion with the class.

SUGGESTED ACTIVITY NO. 2:

Direct students to find definition(s) of the word "cooperation" in the dictionary. Discuss the importance of cooperation in:

a. the home
b. school
c. world of work

Direct discussions that illustrate the student's role in both the home and school with regard to cooperation.

Using this background, encourage discussion concerning cooperation in the world of work.

LEARNER EXPECTATIONS:

Students will have a working understanding of "cooperation" in home, school and world of work as evidenced by their ability to write or verbalize at least two synonyms for the word "cooperation."

REFERENCE MATERIALS:

Supply of dictionaries
Pocket thesaurus

NOTE TO TEACHER:

Questions should be prepared by the teacher prior to the discussion period.

SUGGESTED ACTIVITY NO. 3:

Invite representative of local business firm to discuss the need for cooperation among workers in completing a product.

Questions to be discussed by the speaker:

a. Can a business firm exist without cooperation?
b. Why are types of cooperation required for a business to be successful?
c. How important is cooperation between labor and management?

LEARNER EXPECTATIONS:

Students will be able to list at least five examples of cooperation within a business firm.

NOTE TO TEACHER:

Contact representative from business firm well in advance of his appearance in the class. Advise him of the class make-up and what he is expected to talk about.

SUGGESTED ACTIVITY NO. 4:

Take class on a field trip to a local business firm.

Ask students to observe evidence of cooperation among workers. Have students show lines of authority and responsibility of workers.

After the field trip, discuss with the class their observations.

LEARNER EXPECTATIONS:

1. Students should be able to cite four examples of cooperation among workers.
2. Students should be able to state in written form or orally what would happen if one worker in the business firm failed to cooperate.

NOTE TO TEACHER:

Prepare for the trip in advance. Locate key workers and prepare information sheet of various occupations in the firm for students.

SUGGESTED ACTIVITY NO. 5:

Assign a writing activity relating to observations and understandings of "cooperation" among workers. This will initiate a "Career Awareness notebook." Include pictures.

LEARNER EXPECTATIONS:

Students will, through their notebook, illustrate with a written paragraph or art project, their understanding of cooperation among workers.

MATERIALS:

Notebooks
Magazines
Art Supplies
- a. paper
- b. crayons
- c. scotch tape
- d. scissors
- e. rulers

NOTE TO TEACHER:

Have students bring magazines or pictures relating to the topic "Cooperation Among Workers is Important."

SUGGESTED ACTIVITY NO. 6:

Ask students to prepare a list(s) of the people with whom they work. Discuss with class why cooperation with these individuals is important.

Ask students to prepare a list of their parents' social friends. Instruct students on interview strategies that could be employed when interviewing parents.

Compare and contrast the two lists. Discuss the need for cooperation between white collar and blue collar workers.

LEARNER EXPECTATIONS:

Students should be able to explain the need for cooperation between blue collar and white collar workers, and evaluate the number of friends that appear on both lists; and synthesize about the socialization and cooperation aspects of work.

Grade level 6

Goal A: explore and assess personal attitudes, aptitudes, attributes and interests.

General concept: individuals vary in their interests and abilities.

Objectives:

1. Assume responsibility for classroom and school jobs and evaluate performance.
2. Analyze personal interests and aptitudes.
3. Examine occupations with respect to interest and aptitudes.

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Introduce the activity with a bulletin board showing the proportion of time per day an individual spends doing different things. The class will discuss how much time per day they sleep and how much time they work or go to school. The teacher will ask the students what happens during the remainder of the time. Through class discussion, the children can be led to see that the activities done in the remaining one-third of the day are labeled **leisure time activities.**

The teacher will remove the third of the pie graph labeled with a question mark to reveal underneath the last one-third of the graph — **leisure time.**

LEARNER EXPECTATIONS:

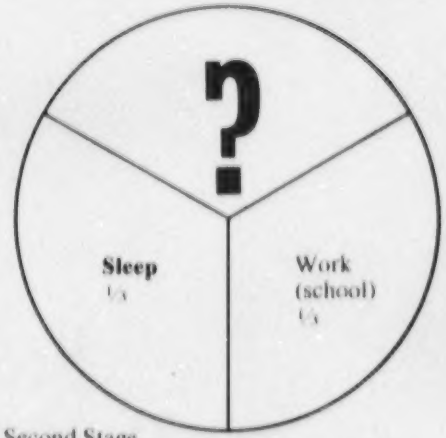
The student will be able to, in written form, explain the difference between the terms **leisure** and **work**.

MATERIALS:

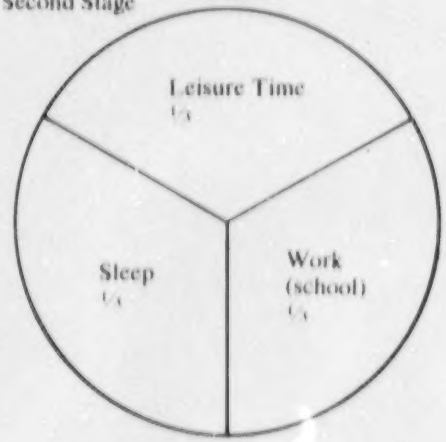
1. Sample bulletin board:

What do you do with your day?

First Stage



Second Stage



SUGGESTED ACTIVITY NO. 2:

Have the class make a list of activities they do when they are not in school or asleep. This list should be kept for future reference.

Have the class circle those activities that might come under the heading, **Hobbies,** for further exploration.

The teacher will want to help the class see the relationship between hobbies and occupations.

Through discussion the teacher can help the students see that you choose a hobby in something that interests you. You like to work at it and plan it out by yourself. You choose an occupation similarly in a field that interests you. You hope to succeed in it, even though you very likely must carry out somebody else's ideas and plans. The chief difference between a hobby and an occupation is this: A hobby is something you carry on in your own spare time without any thought of pay or reward, but an occupation is something in which you exchange your services during regular hours for money.

LEARNING EXPECTATIONS:

Same as for activity No. 1.

SUGGESTED ACTIVITY NO. 3:

To help the students understand that sometimes hobbies or leisure time activities influence career choice, they may interview their parents or other workers.

Have class discuss and summarize the results of their survey.

LEARNER EXPECTATIONS:

The student will interview his parents and others regarding their hobbies and report to the class orally his findings.

NOTE TO TEACHER:

Sample questionnaire form:

1. Name of occupation . . . . . .
2. What did you like to do when you were my age? . . . . . .
3. What hobbies did you have when you were young? . . . . . .
4. Do you think that the hobbies and interest you had when you were my age had any influence on your choice of an occupation? . . . . . .

SUGGESTED ACTIVITY NO. 4:

Have the class define **fine arts** by looking in a dictionary. Then they can list hobbies associated with the fine arts (music, drama, dance, painting, drawing, sculpture, and architecture). The students can locate hobbies in the accompanying chart and discuss career possibilities associated with each hobby.

LEARNER EXPECTATIONS:

The student will be able to explain verbally what career possibilities there are in the fields listed on **Note to Teacher.**

NOTE TO TEACHER:

Entry Classifications Indicated by Leisure-Time Activities (From Part IV of the Dictionary of Occupational Titles):

1. Artificial flower making
2. Dancing
3. Dramatics
4. Drawing, sketching, cartooning
5. Etching
6. Handcrafts (beadwork, basketry, carving, crocheting, jewelry making, knitting, needlework, rug making)
7. Interior decorating
8. Linoleum-block printing
9. Leather working
10. Literature
11. Mechanical drawing
12. Model making (ships, planes, etc.)
13. Modeling (clay, papier mache)
14. Music
15. Oil painting
16. Painting, decorative
17. Photography
18. Pottery
19. Public speaking
20. Toy making

SUGGESTED ACTIVITY NO. 5:

Show filmstrip **What Do You Like to Do?** Have the class discuss the following questions after the filmstrip:

a. How can hobbies help you learn more about yourself?
b. How can hobbies help you develop new skills?
c. Why is it important to try new hobbies?

Make children aware of other resource references.

LEARNER EXPECTATIONS:

Student will be able in written form to answer the three questions posed above.

FILMSTRIP:

What Do You Like to Do? Society for Visual Education.

OTHER FILMSTRIPS:

1. **The Boy Mechanic.** Popular Mechanics Press, Chicago, 1945, p. 224.
2. **A Business of My Own.** Arthur E. Morgan. Community Service, Inc., Yellow Springs, Ohio, 1946, p. 184.
3. **Directory of Hobbies.** Charles B. Amrich, Amrich Press, Bridgeport, Conn., 1949, p. 79.
4. **Here's Your Hobby.** Harry Zarchy. Alfred A. Knopf, Inc., New York, 1950, p. 233.
5. **Hobby-House Ideas.** Celia M. Wright. The author, Sulphur Springs, Texas, 1950, p. 242.
6. **Hobby Publications.** U. S. Government Printing Office, Washington, D. C., 1954, p. 24 (free).
7. **Money-Making Hobbies.** Joseph Leeming. J. B. Lippincott Co., Philadelphia, 1948, p. 194.
8. **Money-Making Hobbies.** Popular Mechanics Press, Chicago, 1949, p. 158.
9. **101 Things for Girls to Do.** L. B. and A. C. Horth. J. B. Lippincott Co., Philadelphia, 1954, p. 80.

Goal B: examine the concepts of work and work roles and the multiple possibilities.

General concept: there are many kinds of work.

Objectives:

1. Analyze the changing nature of occupations.
2. Explore occupations which are familiar.

Suggested subject area: social studies, language arts

SUGGESTED ACTIVITY NO. 1:

Ask the class to name all the ways that they can remember, which they have used, to

learn about careers. Suggest to students that one important way to get a "feel" of an occupation is by careful observation of the worker actually working.

LEARNER EXPECTATIONS:

Students will be able to list at least five examples of ways to learn about careers from past experiences.

NOTE TO TEACHER:

The list might look something like this:

1. Reading
2. Interviewing
3. Visitations
4. Filmstrips
5. Discussions
6. Role playing

You may have to prompt students through a line of questioning to help them remember ways of learning about careers.

SUGGESTED ACTIVITY NO. 2:

Direct the class to set up some standards for careful observation. These standards are written on tagboard and placed within visible range of the whole class for frequent reference.

LEARNER EXPECTATIONS:

Students will, with direction of the teacher, list standards for careful observation.

MATERIALS:

Tagboard and magic markers

Sample of observation standards which may be developed by a class.

STANDARDS

1. Keep in mind the purpose for the observations.
2. Record accurately what you see.
3. Have something specific to look for.
4. Observe the worker in total work surroundings.
5. Stand or sit where good observation of the worker can be made.
6. Be interested and pay attention.

SUGGESTED ACTIVITY NO. 3:

Direct students to devise or write a letter of introduction before actual observation(s) of worker(s) in the field. This can be done by each individual as an assignment or as a class project.

LEARNER EXPECTATIONS:

Students will, at the end of this activity, have prepared a letter to use as a means of introduction to workers who will be helping them to better understand an occupation.

NOTE TO TEACHER: Sample of an Introduction Letter:

My name is ..... I am in the sixth grade. We are learning about careers in our social studies class. One important way to learn about careers is through careful observation. I would like to observe you at work for one hour and ask some questions which will help me understand your occupation better.

.....

signed

REFERENCE NOTES:

Suggested Activities Nos. 1 and 2 should precede this activity.

Before beginning this activity, it may be advisable to obtain parental approval for students to make observations after school or on Saturdays.

SUGGESTED ACTIVITY NO. 4:

Work with class in developing an observation rating sheet to take with them during the observation phases. This can be duplicated or handwritten.

LEARNER EXPECTATIONS:

Students will, with the help of the teacher and class discussion, devise a rating sheet for observation of workers.

NOTE TO TEACHER:

Sample of an Observation Rating Sheet:

Date observed .....

Time observed .....

1. Name of occupation .....
2. Worker uses hands ... Yes ... No ..... Undecided
3. Worker uses eyes ... Yes ... No
4. Worker works with people .....
5. Worker works with ideas .....
6. Worker works with things .....
7. Worker works outside .....
8. Worker works inside .....
9. Is his work dangerous? .....
10. What kinds of equipment or tools does he use? .....

    .....
11. What is the worker's attitude towards his job? ... good ... bad ... indifferent (doesn't care)
12. What physical demands are placed on the worker by his occupation?
    a. lifts heavy things .....
    b. lifts light things .....
    c. lifts very little .....
    d. walks a great deal .....
    e. walks a little .....
    f. sits most of the time .....
13. Summary of observations .....

    .....

SUGGESTED ACTIVITY NO. 5:

Plan a field trip to selected local businesses and industries. Solicit parental aid and divide your class into groups of no more than 4 per parent and per car.

Selected firms for investigation may include banks, grocery stores, plumbing firms, telephone company, etc.

Each group will be required to observe, record and report back to the class on its findings.

LEARNER EXPECTATIONS:

The students will, utilizing tape recorders, photos and signs, create a collage that illustrates their findings of business firms and occupations.

MATERIALS:

Cameras
Tape recorders

NOTE TO TEACHER:

Teacher must give children basic instruction in "hardware" use and manipulation.

SUGGESTED ACTIVITY NO. 6:

Each individual will want to report to the class a summary of his observations and his reaction to the career he investigated (Activity No. 5). The summary and observation report form may be added to the students' career notebooks.

LEARNER EXPECTATIONS:

Students will gain greater insights and depth of understanding through students' reports to class as measured by a teacher-developed test.

MATERIALS:

Individual students' career notebooks.

NOTE TO TEACHER:

Develop a test that is representative of career fields visited and which determines how observant the student was during the field trip.

Goal B: examine the concepts of work and work roles and the multiple occupational possibilities.

General concept: geography influences the kinds of occupations found in an area.

Objectives: See previous goal "B."

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Present occupation word cards to the class and ask the following questions:

a. From what you've learned about our United States, where might this occupation be found?
b. Could this occupation be found in more than one area of the United States? Why or why not?
c. "....." (name of child) would you like to pin the occupation card in an appropriate region on the map?

LEARNER EXPECTATIONS:

The student will be able to identify at least one major occupation for each of the eight regions of the United States.

MATERIALS:

1. Large blank outline map of the United States on a bulletin board.
2. Word card strips with following occupational titles written on the cards:
   a. New England states
      Textile—
      bag and sack sewer
      Metal—riveter
      Fishing—net puller
      Quarrying—dynamiter
   b. Middle Atlantic states
      Coal mining—
      coal-pulverizing operator
      Manufacturing—
      doll-eye setter
      (1) Electrical wares — picture tube installer
      (2) Iron and steel — mixer operator — hot metal
      (3) Photographic equipment — color printer operator
      (4) Canning — can patcher
      (5) Shipbuilding — wood caulker
   c. South Atlantic States
      Tobacco—
      leaf conditioner helper
      Cotton—
      hoe sharpener
   d. South Central states
      Petroleum—roustabouts
      Cattle raising—drover
      Farming
      (1) Dairy—cow washer
      (2) Corn—corn picker
   f. West Central states
      Flour milling—
      mixer operator
      Sheep raising—herder
      Wheat—wheat grower
   g. Mountain states
      Mining
      (1) Gold—prospector
      (2) Silver—blaster
      (3) Copper—shuttle car operator
      Smelting—furnace operator
      Vegetable growing—truck farmer
   h. Pacific states

Fruit grower—apricot packer
Lumbering — lumberjack
Airplane manufacturing—airplane designer

SUGGESTED ACTIVITY NO. 2:

Review with the class the various regions of the United States and the principal industries. The teacher will want to help the class understand that some occupations can be found anywhere and some can be found in only particular areas of our nation.

Make two lists on the chalkboard or overhead projector:

a. Occupations found in most regions.
b. Occupations found in only particular regions.

LEARNER EXPECTATIONS:

The students will be able to list at least five occupations which prevail in most regions of the United States.

SUGGESTED ACTIVITY NO. 3:

Divide the class into eight committees to explore occupations found in an assigned region of the country. They may be encouraged to read textbooks and supplementary books, view filmstrips, interview people in the community who have traveled rather extensively, and write letters to get information from chambers of commerce and state capitals.

Committees will give a summary report of their findings to the entire class. They may want to collect and arrange on bulletin boards or charts some pictures on certain industries found in particular regions. The outline map used in Activity No. 1 can be utilized here, if desired.

LEARNER EXPECTATIONS:

The student will be able to identify at least three major occupations for each region of the United States.

FILMSTRIPS:

1. **The U. S. Great Plains**
2. **The U. S. South**
3. **The U. S. Northeast**
4. **Far Western States**
5. **Southwestern States**

Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Ill.

FILMS:

The Central Farming Region.

Food for the Nation. McGraw-Hill Text Film, New York.

Forest Murmurs. Interlude Films, Glendale, California.

The Great Plains. McGraw-Hill, New York.

The Gulf Coast Region: The South's Land of Opportunity. McGraw-Hill, New York.

SUGGESTED ACTIVITY NO. 4:

Ask the children how many times they have moved in their lives. Ask them, of those moves, how many moves were due to job changes in the family. These may be tabulated and developed into bar graphs, either individually or collectively.

Suggest to students that people live frequently where a particular kind of work is found.

LEARNER EXPECTATIONS:

The student will be able to state in writing at least two reasons (related to occupations) why people move.

MATERIALS:

Graph paper and thin line magic markers

Goal B: examine the concept of work and work roles and the multiple occupational possibilities.

General concept: technological and sociological changes eliminate and create jobs.

Objectives: See previous goal "B."

Suggested subject area: social studies

SUGGESTED ACTIVITY NO. 1:

Present the following cause and effect relationships and ask the students to make suggestions as to the missing part. (If the term "cause and effect" is unfamiliar to the students, the teacher may need to explain briefly the term at this point.)

Cause and effect discussion problems:

a. Effect — Bill Brown has been an elevator operator for twenty years. He takes great pride in his work. His elevator is always spotless and he tries not to stop the elevator suddenly so the people he takes up and down will not be jarred. But one day, Bill Brown doesn't have a job anymore. What could be the cause for this?
b. Cause — A scientist discovers a way to harness and use the tremendous electrical power generated in a bolt of lightening. To do this, he had to develop a different kind of machinery which has thousands of separate parts which have to be carefully assembled. What is likely to be the effect on occupations?
c. Cause — A scientist discovers a new use for a chemical that will preserve food without having to can or freeze it. By spraying the food with the chemical, it is indefinitely preserved

and is not harmful to people. What might be the effect?

d. Effect — Susan Brown became interested in computers when she was in school. Since her interest and abilities were in this area, she decided to go to a technical school to become a computer operator. When she finished her training, she found that instead of only a few jobs available, there were many companies who wanted her to work for them. What was the cause?

Through discussion the class should be able to see that science frequently is a cause which affects work and workers.

LEARNER EXPECTATIONS:

The student will be able to state at least three scientific developments and identify the resulting effect to work and workers.

SUGGESTED ACTIVITY NO. 2:

View a film or filmstrip depicting some of the changes that have occurred in our society. The class may discuss the scientific causes resulting in change and its influence on careers.

LEARNER EXPECTATIONS:

The student will be able to identify one recent development in society and state the probable scientific cause.

FILMSTRIP

Our Changing World, Department of Education, San Diego County, Audio-Visual Service, Henry R. McCarty, Director, San Diego, California.

SUGGESTED ACTIVITY NO. 3:

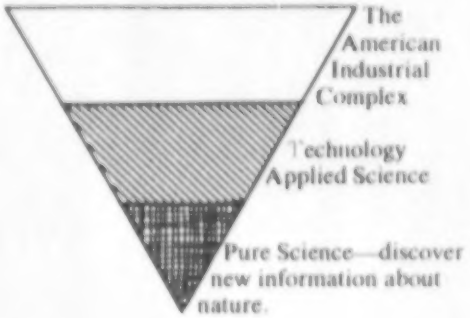
Develop a transparency of the accompanying diagram. The class can discuss how discoveries in science affect technology. The class will want to note how an increase in pure science results in a widening of the entire triangle. Further, an increase in scientific information requires more scientists and engineers to apply the knowledge resulting in greater industrial expansion.

LEARNER EXPECTATIONS:

The student will be able to state in writing how scientific advancements create additional needs for more scientific information.

NOTE TO TEACHER:

The Relationship of Science to Industry*



SUGGESTED ACTIVITY NO. 4:

Discuss the projected need for scientists and what the likely reasons are in this cause and effect relationship.

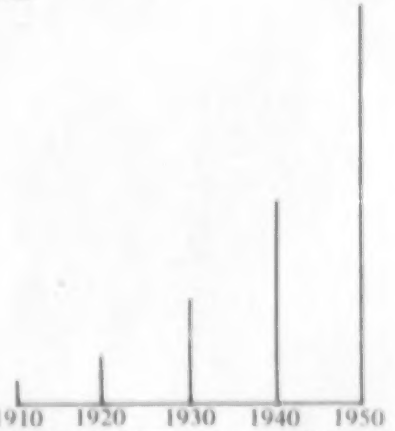
LEARNER EXPECTATIONS:

The student will be able to describe in writing the anticipated need for scientists and engineers.

*From **Teaching Science by Inquiry in the Secondary School,** Sund, Robert B., et al., Charles E. Merrill Books, 1967, p. 14.

NOTE TO TEACHER:

Make a transparency that illustrates the growth.



Scientific and Engineers population doubles every ten years.

TEACHER REFERENCE:

Teaching Science by Inquiry in the Secondary School; Robert B. Sund, pp. 14-16. Charles E. Merrill, 1967.

SUGGESTED ACTIVITY NO. 5:

Read a variety of books on scientists and inventors who have had an impact on our lives. Brief oral reports will want to be given to the class by each student with an emphasis on the impact of the scientists' contribution(s) on the world of work.

LEARNER EXPECTATIONS:

The student will select a scientist or inventor and describe in writing the effect his invention has had on our lives.

SUGGESTED ACTIVITY NO. 6:

Have each student interview one worker

who has been in his occupation at least ten years to find out how technology and scientists have changed his work.

The children will want to share the results of their interviews with each other. They then may be able to draw some conclusions as to the effects that science and technology have on work and the worker.

LEARNER EXPECTATIONS:

The student will be able to describe in writing the effects of science on a worker that he has interviewed.

SAMPLE INTERVIEW FORM:

1. Interviewer . . . . . .
2. Date . . . . . .
3. Name of occupation . . . . . .
4. Number of years in present occupation . . . . . .
5. Duties . . . . . .
6. Working conditions . . . . . .
7. Is your work any different than it was ten years ago? . . . . . .
8. How is it different? . . . . . .
9. Do you use equipment or tools that are different from what you used ten years ago? . . . . . .
10. What has made the difference? . . . .
    a. inventions . . . . . .
    b. scientific discoveries . . . . . .
    c. technological improvements . . .
11. Is your work easier for you to do than it was ten years ago? . . . . . .
12. Why or why not? . . . . . .

SUGGESTED ACTIVITY NO. 7:

Review the term supply and demand with the class and relate its influence upon career choice. Guide the discussion by using the following questions:

a. What does supply mean?
b. What does demand mean?
c. What does the term supply and demand mean?
d. How can the idea of supply and demand influence the career a person goes into when he is grown?
e. Why should a person find out about the supply of the demand for jobs in the occupation he is considering?

LEARNER EXPECTATIONS:

The student will identify at least three specific occupations and state their present supply of workers and its current demand.

NOTE TO TEACHER:

You may wish to gain some information on supply and demand from your local employment security office. They have projected employment needs for a variety of occupations. You may also look at your own field of teaching to illustrate how supply and demand changes.

SUGGESTED ACTIVITY NO. 8 (optional)

Prepare a transparency of the accompanying information and discuss it with the class. The chart can be made in a two-stage overlay transparency — part one showing the format and 1964 information, and part two showing the projected 1975 information.

The class will want to discuss:

a. 1964 levels of numbers of jobs in various industries.
b. 1975 projected levels of number of jobs in various industries.
c. Projected growth of various industries.
d. Significance of growth patterns to prospective workers.
e. Possible scientific and technological causes which are affecting occupational growth rates in various industries.
f. Possible supply and demand influences on growth or lack of growth in various industries.

NOTE TO TEACHER:

If you were able to gain recent information from the Employment Security Department, you may wish to expand on supply and demand in more detail. Students may be able to do the legwork for you.

SUGGESTED ACTIVITY NO. 9:

Divide the class into three committees and investigate the kinds of (a) scientists, (b) engineers, (c) technicians. Each committee may read resource materials and write letters to the various foundations for information regarding careers related to its assigned topic.

The committees will want to report their findings to the class. This may be done in the form of charts or murals.

LEARNER EXPECTATIONS:

The student will select one scientific field and collect career information related to the field. He will report his findings to the class.

STUDENT REFERENCES:

1. **Occupational Brief Widening Occupational Role Kit.** Grades 6-9. SRA.
2. **Career Index, 1967-68.** Chronicle Guidance Publications, Inc., Moravia, New York.
3. **Handbook of Job Facts.** SRA.

4. **Should I Study Engineering Career Crossroads.** (Free) The Engineering Foundation, Taylor Hall 159, The University of Texas, Austin, Texas 78712.
5. Buehr, Walter. **Underground Riches: The Story of Mining.** Morrow, 1958.
6. Bergaust, Erik. **Rockets of the Army.** Putnam, 1960.
7. Boardman, Ron Wyman. **Roads.** Balch, H. A., 1958.
8. Buehr, Walter. **Oil——Today's Black Magic.** Morrow, 1957.

Goal C: develop attitudes, knowledge and skills needed for effective employment.

General concept: basic skills are necessary for most jobs.

Objectives:

1. Examine qualifications needed by workers in various jobs.
2. Recognize that occupations have vocabularies unique to them.
3. Relate the value of personality traits to doing a job.
4. Describe tools and equipment needed in various occupations.
5. Integrate computation skills and design capabilities with production skills.
6. Examine and work with tools.
7. Use and store AV equipment.
8. Become aware that most jobs are not so simple as they seem.

Suggested subject area: language arts

SUGGESTED ACTIVITY NO. 1:

Relate the following story using a transparency or a bulletin board.

Pete has been going to school a number of years. He has learned many things in school — how to read and write, how to multiply and divide, what makes the world tick, and how to stay healthy (remove cloud a). He knows all about himself — what his interests and abilities are.

He is interested in football, music, and making things (remove cloud b). He knows he has mechanical ability and musical ability (remove cloud c).

Pete is now ready to go to work — he thinks. But wait a minute, there is something wrong here. Something is missing! What is it?

Through class discussion and speculation the students should be able to arrive at the conclusion that Pete needs information about careers (at which time the teacher may remove cloud d).

LEARNER EXPECTATIONS:

The student will be able to state in writing why he needs career information.

MATERIALS:

Sample bulletin board or overlay transparency (next column).

Each of the "thinking clouds" can be removed at the appropriate time to reveal the following terms:

a. School preparation
b. Interests
c. Abilities
d. Career information

SUGGESTED ACTIVITY NO. 2:

Review the four main areas of the language arts program — listening, speaking, reading, and writing — and ask the students to relate how these tools can be used to obtain information regarding careers. The class may list ways of gathering career information under the appropriate language arts headings. These lists will need to be saved for future reference.

LEARNER EXPECTATIONS:

The student will be able to identify at least four specific ways he can obtain career information.

NOTE TO TEACHER:

Develop with the class a list that looks something like the following:

1. Listening
   a. Tape recordings
   b. Records
   c. Work sounds
   d. Films
   e. Filmstrips
   f. Workers' talk
2. Speaking
   a. Interviews
   b. Role playing
   c. Skits
   d. Debates
   e. Discussion
   f. Oral reports
3. Reading
   a. Career books
   b. Work kits
   c. Library books
   d. Magazines
   e. Textbooks
   f. Pamphlets
   g. Occupational briefs
   h. Newspapers
4. Writing
   a. Letter
   b. Write newspaper articles
   c. Write want ads
   d. Career notebooks
   e. Preparing graphs and charts
   f. Making scrapbooks

SUGGESTED ACTIVITY NO. 3:

Select one of the techniques listed in Activity No. 2 and employ said technique in investigating one of the careers associated with language arts. Have each student find out as much as he can about the selected occupation through use of the technique he chose.

LEARNER EXPECTATIONS:

The student will select one language arts career, secure information about it, and prepare a written or oral report on the occupation.

NOTE TO TEACHER:

Sample informational form:

1. Name of investigator . . . . . .
2. Language arts skill used to obtain information . . . . . .
3. Was the technique used in gathering information effective? . . . . . .
4. Would it have been helpful to use more than one language arts technique? . . . . . .
5. Name of occupation investigated . . .
6. Usual duties of occupation . . . . . .
7. Preparation necessary for occupation
8. Working conditions . . . . . .
9. Advantages of occupation . . . . . .
10. Disadvantages of occupation . . . . .

Language arts careers:

1. Speech therapist
2. Writer
3. Lawyer
4. Clergyman
5. Journalist
6. Radio announcer
7. Actor
8. Telephone operator
9. Proofreader
10. Reading specialist
11. Tutor
12. Auctioneer
13. Floorwalker
14. Usher

REFERENCE FOR TEACHERS:

Tennyson, Wesley W., **Teacher's Role in Career Development,** page 69, National Vocational Guidance Association.

SUGGESTED ACTIVITY NO. 4:

Have each student add the completed informational form (activity 3) to his career folder along with two short paragraphs on the following topics:

a. People Need Information About Careers Because . . . . . .
b. People Need to (Speak, Write, Read, Listen) Well Because . . . . . (choose one)

LEARNER EXPECTATIONS:

The student will state his conclusions for this unit by writing the two paragraphs as stated above.

NOTE TO TEACHER:

You should point out the major points the student should include in the two short paragraphs.

Appendix

resources for career awareness program

code:

goals

A—Explore and Assess Personal Attitudes, Aptitudes, Attributes, and Interests

B—Examine the Concepts of Work and Work Roles and the Multiple Occupational Possibilities

C—Develop Attitudes, Knowledge and Skills Needed for Effective Employment

curriculum area:

A	—	Art
LA	—	Language Arts
SS	—	Social Studies
SC	—	Science
MU	—	Music
H	—	Health
IA	—	Industrial Arts
MA	—	Math
G	—	General
*	—	Illustrated

BOOKS	Suggested grade level	goal	curriculum area
ABC OF BUSES† Dorothy Shuttleworth. Doubleday & Co. 1965	K-3	B	1A
THE ABC OF CARS AND TRUCKS† Ann Alexander. Doubleday & Co. 1956	K-3	B	1A, 5S
ABC'S OF THE OCEAN Isaac Asimov. Walker & Co. 1970	1-3	B	5C
ABC RHYMES† Carl Memling. Golden Press 1970	K	A	1A
ABOUT THAT AMAZING PORTLAND CEMENT† Dorothy Telfer. Melmont Publishing Co. 1971	4-6	C	5S, 5C
AEROSPACE PILOT† Charles Coombs. W. Morrow & Co. 1954	4-6	B-C	5S, 5C
AIR FORCE ACADEMY* C. B. Colby. Coward-McCann Inc. 1962	5-6	B	5S, 1A
AIRPLANES AND TRUCKS AND TRAINS, FIRE ENGINES, BOATS AND SHIPS, AND BUILDING AND WRECKING MACHINES† George Zaffo. Grosset & Dunlap 1958	K-4	B-C	5S, 5C
AIRPORTS, U.S.A.† Eve Jurisko. Elk Grove Press 1967	3-6	B	5S, 5C
ANIMAL DOCTORS: WHAT THEY DO† Earle Greene. Harper & Row Publishing Co. 1967	1-4	B	5S
APHIDFOLIS, CADETS, TRAINING AND EQUIPMENT* C. B. Colby. Coward-McCann 1958	4-6	B	1A
A PLACE TO LIVE† Jerome Beatty. Parents Magazine Press 1970	K-2	A-B	1A
THE AQUANAUTS† Arthur Schaffer. Coward-McCann 1971	3-6	B	5C
THE ARCHITECT† Leonard E. Fisher. F. Watts, Inc. 1970	3-6	B	5S
AT THE BAKERY† Lillian Colancos. Melmont 1967	K-3	B-C	5S
AT THE AIRPORT† Lillian Colancos. Melmont 1967	1-3	B	5S, 5C
A BIRD FLEW AWAY [...] E. P. Dilliard, J. W. Singer. Houghton Mifflin Co. 1967	2-3	B	MU
ATOMIC EXPERIMENTS FOR BOYS Raymond F. Yates. Harper & Row	5-6	B-C	5C
AUTOMATION: THE CHALLENGE OF MAN AND MACHINES (IMPACT OF AUTOMATION ON LABOR AND ECONOMY)† Joel Seldin. Coward-McCann 1965	4-6	B-C	5A
BEHIND THE SCENES AT AN AIR PORT† David C. Cooke. Dodd, Mead & Co. 1968	2-6	B-C	5S, 5C
BEHIND THE SCENES IN TELE VISION† David C. Cooke. Dodd, Mead & Co. 1967	4-6	B-C	5S, 5C
BEHIND THE WHEEL† Robert B. Jackson. Henry Z. Walck 1971	4-6	B	1A, 5C
THE BIG BOOK OF WHEELS† Felix Sutton. Grosset & Dunlap 1953	K-2	B	5S
BILL BLOCAN'S BUSY TOWN† Bill Dugan. Golden Press 1969	K-2	B	1S
THE BOYS' BOOK OF COMMUNICATIONS† Raymond F. Yates. Harper & Row	4-6	A-C	5C
A BOY AND A MOTOR† Raymond F. Yates. Harper & Row	4-6	C	5C
THE BOYS FOURTH BOOK OF RADIO AND ELECTRONICS† Alfred Morgan. Charles Scribner's Sons 1959	5-up	A	5C
THE BOY'S BOOK OF TOOLS† Raymond F. Yates. Harper & Row 1957	3-6	C	5S, A
THE BREAD BOOK† Carolyn Meyer. Harcourt Brace Jovanovich, Inc. 1971	4-5	B-C	H, 5S
A BUILDING GOES UP† Ela Jacques Kahn. Simon & Schuster 1969	4-5	A-B	1A
BUILDING WITH BALSA WOOD† John Lidstone. Van Nostrand 1965	4-6	C	A
BUILDING WITH CARDBOARD† John Lidstone. Van Nostrand 1968	4-6	C	A
BURL DOW, DEEP WATER MAN† Robert McCloskey	4-up	C	5S, 5C
BUSINESS IN ACTION† Adrian A. Bruzas. Melmont 1962	5-up	B-C	5S, MA
THE CABINET MAKER† Leonard E. Fisher. F. Watts, Inc. 1968	4-6	B-C	5S, A
THE CAR BOOK† William Dugan. Golden Press 1958	K-3	B-C	5S
CARPENTRY FOR CHILDREN† Jerome E. Leaman. Sterling Publishing Co. 1972	1-3	A-B-C	1S, MA
CHEMISTRY IN THE KITCHEN† Jerome Leaman. The Viking Press 1971	4-up	C	1R, 5C
CHILDREN AS FILM MAKERS† John Lindow & Melinda Van Nostrand Reinhold 1970	2-6	A-B	1A-S
THE CITY: LET'S FIND OUT ABOUT† Valerie Pitt. F. Watts, Inc. 1966	2-4	B	5S
THE CITY AND IT'S PEOPLE† Alice Schwarz. E. P. Dutton & Co. 1967	2-4	B	5S
CITY WORKERS† Jerome A. Paris. F. Watts, Inc. 1969	2-4	A-B	5S
COME TO WORK WITH US (AEROSPACE, AIRPORT, HOSPITAL, HOUSE CONSTRUCTION, TOY FACTORY, TV STATION) SERIES† Jean and Ned Wilkinson. Benson Sylvest, Inc. 1970	K-3	B-C	1A, 5S
COMPUTERS† Fred Stenberg. F. Watts, Inc. 1969	4-up	B-C	MA, 5C
COLONIAL CRAFTSMEN AND THE BEGINNINGS OF AMERICAN INDUSTRY† Edwin Tunis. World 1965	4-up	B	5S
COLLAGE AND CONSTRUCTION† Hooley Weiss. Young Scott Books 1971	4-up	C	A
THE DOCTORS† Leonard E. Fisher. F. Watts, Inc. 1968	4-6	B	1A, 5S
DOCTORS AND WHAT THEY DO Harold Coy. F. Watts, Inc. 1956	5-up	B-C	5S, 1A
EARLY AMERICAN CRAFTS† C. B. Colby. Coward-McCann Inc. 1967	4-up	B-C	5S
EARNING MONEY† Frederick Rossomondo. F. Watts, Inc. 1967	1-4	B-C	5S
EVERYBODY DIGS A LOT† Mary McKinley Dixon. F. Watts, Inc. 1967	1-3	A-B	5S
EVERYDAY MACHINES AND HOW THEY WORK† Herman Schneider. McGraw-Hill 1959	4-up	B-C	5C
EXPLORING THE WORLD OF OCEAN (OCEANS)† Dorothy Telfer. Childrens Press 1968	5-up	B-C	5C
FAMILIES LIVE TOGETHER† Evelyn K. Moore. Follett 1969	K-3	A-B	5S
THE FARMER AND HIS CROPS† Joyce L. Poarch. Scribner 1967	K-3	B-C	5S
FBI: HOW IT GETS ITS DISTINCT AS WELL AS WEAPONS TO COMBAT CRIME† C. B. Colby. Coward-McCann Inc.	4-up	B-C	5S, 5C
THE FBI STORY† Don Whitehead. Random House 1961	4-up	A-B-C	1A, 5S

BOOKS	Suggested grade level	goal	curriculum area
FIRE ALARM! THE STORY OF A FIRE DEPARTMENT* Paul C. Dowd. Van Nostrand Reinhold	3 up	B	SS
THE FIRST BOOK OF COMMERCIAL FISHING* C. William Harrison. F. Watts, Inc. 1964	4 up	A B	SS
FIRST BOOK OF HOSPITALS* Harold Coy. F. Watts, Inc. 1964	3 6	B C	SC
FISH AND WILDLIFE: THE STORY OF THE WORK OF THE FISH AND WILDLIFE SERVICE* C. B. Colby. Coward McCann 1955	4 up	B C	SC, SS
THE FIRST BOOK OF FARMERS* Eleanor Kay. F. Watts, Inc. 1968	3 6	A B C	SC, SS
THE FIRST BOOK OF SUPERMARKETS* Jeanne Bendick. F. Watts, Inc. 1954	2 5	B C	SS, MA
FORESTS ARE FOR PEOPLE* Frances and Dorothy Wood. Dodd, Mead & Co. 1971	4 6	B	LA, SC
THE GIANT BOOK OF THINGS IN SPACE* George J. Zafo. Doubleday 1971	K 4	B	SC
GREAT BIG AIR BOOK* Richard Scarry. Random House Book 1971	K 3	B	SC
GROWING WITH MUSIC* Harry Wilson	K 3	A	MU
THE HAT BOOK* Leonora Shortall. Western Pub. Co., Inc. 1965	K 3	C	SS
HELICOPTERS IN ACTION* James Arbib. Meredith Press 1969	4 up	B	LA, SS
HOW A HOUSE IS BUILT* Lawrence Beneson. Coleson Books 1965	1 6	B C	IA
HOW BOOKS ARE MADE* David C. Cooke. Dodd, Mead & Co. 1963	4 6	B C	A, LA
HOW HIGHWAYS ARE MADE* David C. Cooke. Dodd, Mead & Co. 1958	2 6	B C	SS, SC
HOW TO DRAW PEOPLE AT WORK* Zaidenberg. Abelard-Schuman 1970	3 6	A B C	A, SS
IDEAS ABOUT DINOSAURS* John E. Maher, F. Watts, Inc. 1969	2 6	A B C	MA, SS
I KNOW A FIREMAN* Barbara Williams. Putnam 1967	K 3	B C	SS
I KNOW AN AIRLINE PILOT* Muriel Stanek. Putnam 1969	1 4	B C	SS
I KNOW A MAYOR* Barbara Williams. Putnam 1967	2 5	B C	SS
I KNOW AN ANIMAL DOCTOR* Olivia A. Isham. G. P. Putnam's Sons 1970	K 3	C	SS
I KNOW A TELEPHONE OPERATOR* J. A. Evans. G. P. Putnam's Sons 1971	K 3	B	SS
I KNOW A WEATHERMAN* Barbara Williams. G. P. Putnam's Sons 1970	K 3	B	SS, SC
I WANT TO BE (SERIES)* Eugene M. Baker. Childrens Press 1969			
Architect			
Beauty Operator			
Foreman			
Sales Clerk			
Secretary			General
Taxi Driver	K 4	A B C	Areas
I WANT TO BE (SERIES)* Carla Greene. Childrens Press 1956 1969			
Airplane Hostess			
Animal Doctor			
Baker			
Ballet Dancer			
Baseball Player			
Bus Driver			
Carpenter			
Coal Miner			
Cowboy			
Dairy Farmer			General
Dentist	K 5	A B C	Areas
Doctor			
Farmer			
Fireman			
Fisherman			
Homemaker			
Librarian			
Mechanic			
Musician			
News Reporter			
Nurse			
Orange Grower			
Pilot			
Policeman			
Postman			
Restaurant Owner			
Road Builder			
Scientist			
Ship Captain			
Space Pilot			
Storekeeper			
Teacher			
Telephone			
Train Engineer			
Truck Driver			General
Zoo Keeper	K 5	A B C	Areas
INVESTIGATING SCIENCE WITH HAPI* L. B. White, Jr. Addison Wesley Pub. Co. 1970	5 up	B C	SC
I SEE I SEE* Lone Dicky. Benefic Press 1971	K 3	C	SS
JUST ONE ME* Alison Brothers & Cora Holyoke. Follett Publishing Co. 1970	K 2	A	SS
LABOR ON THE MARCH* Joseph Gaston. American Heritage 1969	4 up	B C	SS
LEARNING ABOUT PEOPLE WORKING FOR YOU* John E. Maher, F. Watts, Inc. 1969.	3 up	A B C	SS
LEARNING SCIENCE THROUGH COOKING* Barbara Davis. Sterling Publishing Co. 1964	4 up	B C	HE, SC
LEARN TO SAIL* Theodore A. Jones. Rand McNally 1971	4 6	B C	LA, SC
LET'S FIND OUT ABOUT BREAD* Olivia Bell. F. Watts, Inc. 1965	K 4	B C	SS
LET'S FIND OUT ABOUT MILK* David C. Whitney. F. Watts, Inc. 1967	K 4	B C	SS
LET'S FIND OUT ABOUT THE CITY* Valerie Pitt. F. Watts, Inc. 1968	K 3	A B	SS
LET'S FIND OUT ABOUT TOOLS* Eleanor Wiesenthal. F. Watts, Inc. 1969	K 4	B C	IA
LET'S GO TO THE AUTOMOBILE FACTORY* Roger Butler. G. P. Putnam's Sons 1961	1 4	B C	SS
LET'S GO TO THE TRUCK TERMINAL* Marian Talmadge & Iris Gilmore. Putnam 1964	K 4	B C	SS
LET'S FIND OUT ABOUT THE FAMILY* Valerie Pitt. F. Watts, Inc. 1970	K 3	A B C	SS
LET'S FIND OUT ABOUT NEIGHBORS* Valerie Pitt. F. Watts, Inc. 1970	K 3	B	SS
LET'S FIND OUT ABOUT POLICEMEN* Marilee & Charles Shapp. F. Watts, Inc. 1967	K 3	B	SS
LET'S FIND OUT ABOUT SCHOOL* Marilee & Charles Shapp. F. Watts, Inc. 1961	K 3	A B	LA, SS
LET'S FIND OUT ABOUT TOOLS* Eleanor & Ted Wiesenthal. F. Watts, Inc. 1969	1 3	C	IA
LET'S GO TO BUILD A HIGHWAY* Margo McWilliams. G. P. Putnam's Sons 1971	3 6	B C	SS
LIKE YOU, LIKE YOU* Gene Dicky. Benefic Press 1971	K 3	A B	LA, SS
THE LITTLE FARM* Lois Lenski. H. Wolff (Von Nostrand Reinhold) 1942	K 2	C	SS
THE LITTLE TRAIN (series)* Holt Rinehart & Winston 1963	K 2	C	MA, LA
MACHINE TOOLS* Herbert S. Zim & J. R. Skelly. Morrow 1969	4 up	B C	IA
MAKING YOUR OWN MOVIES* Harry Heilmann. Wm. Morrow & Co. 1970	4 up	A B C	A, LA

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BOOKS	Suggested grade level	goal	curriculum area
MAKING SENSE OF MONEY* Vicki Cobb. Parents Magazine Press 1971	3 up	B	MA, SS
THE MAKING OF A PILOT* Ed Richter. E. M. Hale Co. 1966	4-6	B	SS
MEAT FROM RANCH TO TABLE* Walter Buehr. Wm. Morrow & Co. 1956	3-6	C	H, SS
MEN AT WORK...THE GREAT PLAINS STATES* Harry E. Rubican, Jr.; G. P. Putnam's Sons 1968	4-6	B-C	SS
MEN AT WORK ON THE WEST COAST* Harry B. Lent. G. P. Putnam's Sons 1968	4-6	B-C	SS
MY DADDY LOST HIS JOB* Edith G. Stull. I. W. Singer Co./ Random House 1967	1-4	B	LA, SS
NEW BOYS AND GIRLS COOK BOOK* Betty Crocker. Golden Press 1965	2-6	A-B-C	HE, SC
THE NEWSPAPER...ITS PLACE IN A DEMOCRACY* Bonne Bradley. Van Nostrand 1965	5 up	B-C	LA
THE NEW WORLD OF ALUMINUM* Edward Tracy. Dodd Mead & Co. 1967	4 up	B-C	SC
THE NEW WORLD OF FABRICS* Innergarde Eberle. Dodd Mead & Co. 1964	4 up	B-C	HE, A
THE NEW WORLD OF IRON AND STEEL* Edward B. Tracy. Dodd Mead & Co. 1971	4-6	B-C	SI, SS
THE NIGHT WORKERS* Alvin Schwartz. Dutton & Co. 1966	1-4	A-B-C	SS
OIL - TODAY'S BLACK MAGIC* Walter Buehr. Morrow 1957	4-6	B-C	SS, SC
OUR SPACE AGE NAVY, CARRIERS, AIRCRAFT, SUBS AND MISSILES* C. B. Colby. Coward-McCann 1962	4-6	B-C	SS
OUTPOST OF ADVENTURE - THE STORY OF THE FOREIGN SERVICE* David Lavine. Doubleday 1966	5 up	B-C	LA, SS
PARK RANGERS AND GAME WARDENS THE WORLD OVER* Floyd James Torbert. Hastings 1968	4-6	B-C	SS
THE PAPERMAKERS* Leonard Fisher. F. Watts, Inc. 1965	4 up	B-C	A, LA
PERFORMING TOYS* Alice White. Lippinger Publishing Co. 1970	4 up	B-C	Crafts, SC
POLICE: THE WORK, EQUIPMENT AND TRAINING OF OUR FINEST* C. B. Colby. Coward-McCann 1954	3-5	B-C	SS
THE POLICEMAN: AN INSIDE LOOK AT HIS ROLE IN MODERN SOCIETY* Walter Ann. E. P. Dutton Co. 1969	4-6	B	SS
POLITICS IN AMERICA* Joseph A. Alvarez. Creative Ed Press 1971	5 up	B-C	SS
PORT OF ENTRY: WHAT THE U.S. BUREAU OF CUSTOMS DOES* Marjorie Eriksen. Little Brown 1962	4 up	B-C	SS
THE POTTERS* Leonard Fisher. F. Watts, Inc. 1969	4-6	B-C	SS, A
RAILROADS, U.S.A.* C. B. Colby. Coward-McCann 1970	4 up	B-C	SS
READING ABOUT THE TEACHER* Francine Klagsbrun. F. Watts, Inc. 1970	K-4	B-C	LA, SS
READ ABOUT THE POLICE* Laura Slobodkin. F. Watts, Inc. 1956	1-4	B	SS
THE ROBOTS ARE HERE* D. S. Halacy. Norton (Grosset & Dunlap) 1965	4 up	B-C	SS, SC
ROUND THINGS EVERYWHERE* Seymour Reit. McGraw-Hill 1969	K-6	A-C	MA, SC
SECRET SERVICE: HISTORY, DUTIES AND EQUIPMENT* C. B. Colby. Coward-McCann 1968	4 up	A-B-C	SS
SERVICEWOMEN AND WHAT THEY DO* Earl Schoor. F. Watts, Inc. 1964	4 up	A-B-C	LA, SS
SEWING EASY, FOR THE YEARS BEGINNER* Peggy Hoffmann. Dutton Co. 1963	2 up	C	HE, A
SHIPS THAT EXPLORE THE DEEP* Laura Wolfe. G. P. Putnam's Sons 1971	3 up	B	SC
THE SHOEMAKERS* Leonard F. Fisher. F. Watts, Inc. 1967	2-6	B-C	SS
THE SIGN BOOK* William Dugan	K	B	LA, SS
SING A SONG* E. McLaughlin, E. Wood. Prentice Hall, Inc. 1960	K-3	B	MU
SINGING FUN* Lucille Wood & Louise Scott	K-3	B	MU
SKIN DIVERS IN ACTION* Erle Bergeret & W. O. Fox. Putnam 1965	3 up	B	SC
THE SKYSCRAPER* Tan Liang	K-3	B	SC
SPACE ALPHABET* Irene Zacks. Prentice Hall	K-3	B	SS
SPENDING MONEY* Frederick Rossmondo, F. Watts, Inc. 1967	3 up	B-C	MA, SS
SPOONCRAFT* Aiden Newsome Lothrop, Lee & Shepard Co. 1970	2-6	C	I, A
STITCHERY FOR CHILDREN* Jacqueline Enthoven. Van Nostrand Reinhold 1968	2-6	C	A
THE STORY OF THE SECRET SERVICE* Ferdinand Kuhn. Random House 1965	4-6	B	SS
SOLDIERS AND SAILORS, WHAT THEY DO* Carla Greene. Harper Row 1963	K-3	B-C	SS
TEAR DOWN TO BUILD UP, THE STORY OF BUILDING WRECKING* Jean Colby. Hasting House 1960	3 up	B-C	MA, SC
TELEVISION WORKS LIKE THIS* Jeanne Bendick. McGraw-Hill 1965	2-6	B-C	MA, SC, SS
TELEVISION (A FIRST BOOK)* Edward Stoddard. F. Watts, Inc. 1970	4-6	B-C	LA, SC, SS
TEEN BIG FARMS* Dobbs Ipcar. Alfred A. Knopf 1958	K-3	B-C	SS
THINGS TO MAKE FOR CHILDREN* A Sunset Book. Lane Books 1970	K-3	C	A
THIS IS AUTOMATION* S. Carl Hirsch. Viking Press 1964	4-6	B-C	SS, MA, SC
TOYS FOR FUN AND HOW TO MAKE THEM* Walter E. Schultz. Bruce Publishing Co. 1966	K-6	C	A, SS
THE TRAIN BOOK* R. Miller. Golden Press 1970	K-3	B	SS
A TRIP THROUGH A SCHOOL* Jean A. Rowe. F. Watts, Inc. 1969	K-3	B	SS
TRUCK DRIVERS, WHAT THEY DO* Carla Greene. Harper Row 1967	K-4	B-C	SS
TYPING COURSE FOR CHILDREN* Edward Fry. Dixon Educational System 1969	3-6	B-C	MA, LA
UP ABOVE AND DOWN BELOW* Irma E. Webber. Wm. R. Scott, Inc.	K-3	C	SC
A VISIT TO THE FIRE HOUSE* James E. Collier. W. W. Norton & Co. 1966	K-2	A	SS
VISTA: CHALLENGE TO POVERTY* Susan Wilhelm, Coward McCann, Inc. 1970	4 up	B-C	SS
THE WAY THINGS WORK: AN ILLUSTRATED ENCYCLOPEDIA OF TECHNOLOGY Simon & Schuster 1967	5 up	B-C	SC

BOOKS

	Suggested grade level	goal	curriculum area
WHAT DADDIES DO* Eileen Rosenbaum. Hallmark Children's Press 1968	K-2	B C	LA, SS
WHAT DO PEOPLE DO ALL DAY* Richard Scarry. Random House 1968	K-3	B	LA, SS
WHAT DOES A FOREST RANGER DO?* Wayne Hyde. Dodd Mead 1964	K-5	B C	SS, SC
WHAT DOES AN AIRLINE CREW DO?* E. Ray Ray. Dodd Mead & Co. 1968	1-6	B C	SS, SC
WHAT DOES A VETERINARIAN DO?* Grant Compton. Dodd Mead & Co. 1964	4-6	B	SC
WHAT DO THEY DO? POLICEMEN AND FIREMEN* Carla Greene. Harper 1962	K-4	B C	SS
WHAT HAPPENS WHEN YOU GO TO THE HOSPITAL?* Arthur Shay. Reilly & Lee 1969	K-4	C	SS, SC
WHAT HAPPENS AT A TELEVISION STATION?* Arthur Shay. Reilly & Lee 1969	1-4	C	SS, LA
WHAT HAPPENS WHEN YOU PUT MONEY IN THE BANK?* Arthur Shay. Reilly & Lee 1967	1-5	A B	MA, SS
WHAT HAPPENS WHEN YOU TRAVEL BY PLANE?* Arthur Shay. Reilly & Lee 1968	1-6	B	SC, SS
WHAT I LIKE TO DO?* Connon, Cutler & Wilkens. Crowell McCann, Inc. 1971	2-5	A	LA, SS
WHAT IS A COMMUNITY?* Edward Krasilovsky. Ed. Grosset Press 1967	K-5	B	SS
WHAT MAKES A CLOCK TICK?* Chester Johnson. Little Brown 1969	3-6	B C	MA SC, SS
WHAT'S INSIDE OF ENGINES?* Herbert S. Zim. Morrow 1953	3-6	B	SC, MA
WHAT PEOPLE DO ALL DAY* Richard Scarry. Random House 1968	K-4	B C	SS
WHAT WILL I BE FROM A TO Z?* D. L. Cech. National Dairy Council 1959	K-3	A	SS
WHEELS, SCOOPS AND BUCKETS* Elizabeth S. Helfman. Lothrop Lee & Shepard 1968	3-6	C	SS, SC
WHERE DOES A LETTER GO?* Carla Greene. Harvey House 1966	K-3	B C	SS
WEST POINT CADETS TRADITIONS AND EQUIPMENT* C. B. Colby. Coward McCann 1963	4-6	B	LA, SS
WHEN I GROW UP* Margaret Vogel Ilse. Golden Press 1968	K-3	A	LA, SS
WHO BUILT THE BRIDGE?* Norman Bate. Scribner 1954	K-3	B	SS, SC
WHO BUILT THE DAM?* Norman Bate. Scribner 1954	K-3	B	SS, SC
WHO BUILT THE HIGHWAYS?* Norman Bate. Scribner 1953	K-3	B	SS, SC
WHO FISHES FOR OIL?* Norman Bate. Scribner 1955	1-5	B	SS
WHY YOU GET SICK & HOW YOU GET WELL* Ilse Goldsmith. Sterling Publishing Co. 1970	4-6	A	H, SS
THE WIGMAKERS* Leonard Fisher. F. Watts, Inc. 1965	1-4	B	SS
THE WONDERFUL WORLD OF ENGINEERING* David Jackson. Doubleday & Co. 1969	4-up	B	SS, MA, SC
WONDER BOOK OF TRAINS* Norman Carlisle. Holt-Rinehart and Winston 1967	K-4	B C	SS
WORK AROUND THE WORLD* Kathryn Jackson. Silver Burdett 1957	K-3	B C	SS*
WORK IN ART* Barbara Shessler. Lerner Publishing 1970	4-up	C	A
WORK LORD 1600* Eugene Lukas & Joan Downing. Christians Press 1968	K-up	B C	SS
YOUNG SCIENTIST AND DENTIST* George Bain. McGraw Hill 1970	4-6	C	SC
YOU AND YOUR CAMERA* Lou Jacobs, Jr. Lothrop Lee & Shepard 1971	4-up	B	SS, SC
YOU CAN WORK IN THE HEALTH SERVICE* Elizabeth Dietz. Day Co. 1968	4-up	B C	H, SC
YOUR FUTURE AS A MODEL* Gilles MacColl. Rosen Richards 1964	4-up	A B	LA, SS
YOU VISIT A DAIRY CLOTHING FACTORY* Leonard Meshover. Berkley Caddy 1965	1-5	B C	SS
YOU VISIT A FIRE STATION, POLICE STATION* Leon and Meshover. Berkley Caddy 1965	2-4	B C	SS
YOU VISIT A NEWSPAPER TELEVISION STATION* Leonard Meshover. Bonefic Press 1965	3-6	B C	LA, SS

FILMS (F)

ABC of Hand Tools Part I & II	25 min	C	K-12
About the Human Body	15 min	C	4-6
Airplanes How They Fly	11 min	B/W	2-6
Amazon Family	29 min	C	5
American Cowboy	30 min	C	4
American Road	43 min	B/W	4-6
Am I Trustworthy	11 min	B/W	4-6
Are Manners Important?	11 min	B/W	4-6
Art Paints the Way	10 min	C	4-6
Beginning Responsibility (Series)			
Being on Time	11 min	B/W	1-3
Doing Things for Ourselves in School	11 min	B/W	1-3
Learning to Follow Instructions	11 min	C	1-3
Taking Care of Things at Home and School	11 min	B/W	1-3
Beef Rings A Bell	25 min	C	4-5
Behind the Scenes at the Supermarket	11 min	C	K-3
Boats and Ships	11 min	C	2
The Boeing Jet Fleet	20 min	C	4-6
A Bone for Spotty	10 min	B/W	1-4
Bounty of the Forest	28 min	C	4-6
Bread	11 min	B/W	K-3
Bridges	10 min	B/W	4-6
Building A House	10 min	B/W	2-6
Busy Harbor	10 min	C	1-3
Candle Making	11 min	B/W	5-9
Career Awareness: The Alternative	13 min	C	K-9
Cattle and the Corn Belt	20 min	B/W	4
Cattleman, A Rancher's Story	22 min	C	4
Circus Animals	10 min	C	K-6
Circus Wakes Up	11 min	B/W	K-6
Cities and Manufacturing	9 min	C	3-6
City Highways	12 min	C	3-6
Cotton at Shipbuilding	11 min	B/W	5-6
Communities on Westward	30 min	B/W	5-6
A Community Keeps Healthy	10 min	B/W	K-3
A Community Keeps House	10 min	B/W	K-3
The Cotton Farmer	14 min	C	4
Dams	10 min	B/W	4
Eagle Has Landed	28 min	C	5-6
Eggs to Market	11 min	C	2-4
Exercise for Happy Living	10 min	B/W	3-6
Family Farm and Its Backyard Robins	10 min	C	2-4
Farmer Dan and the City	11 min	C	K-3
Fishing for A Living	11 min	B/W	4
Fishermen of the Frontier	10 min	B/W	5-6
Folk Songs of American History	13 min	C	5-6
Food, Clothing, Shelter	15 min	C	1-6
Forests	10 min	B/W	1-6
Forests at Work	13 min	C	4-6
Fred Means A Book	13 min	B/W	5-6
Freight Train	11 min	C	1-3
Frontier Boy of the Early Midwest	14 min	C	5
Give Me Second Station	28 min	C	5-6
Good Sportsmanship	11 min	B/W	4-6
Growing Up, Growing Older	8 min	C	1-3
Handwriting Is Important	10 min	C	1-6
Health, You and Your Helpers	11 min	C	1-6
Here Comes the Circus	10 min	B/W	K-3
How to Make Potato Prints	12 min	C	1-6
How A Scientist Works	15 min	C	6
How Weather Is Forecast	10 min	B/W	4-6
Iron Ore Mining	13 min	B/W	4
It's the Merrie Sardine	18 min	C	4
Let's Build A House	11 min	B/W	K-3
Let's Share With Others	11 min	B/W	4
The Lighthouse	11 min	C	K-3
The Lumberjack	15 min	C	4-6
The Lumberyard	11 min	C	1-3

Machines That Move the Earth	15 min	B/W	4-6
Mailman	10 min	B/W	K-3
Making Hay	10 min	C	4
Meat From Range to Market	11 min	B/W	4
Mexican Olla Makers	9 min	C	5
Mexico, Central and Gulf Region	18 min	C	5
Mexico, Northern and Southern Region	17 min	C	5
Mexico, Land and the People	20 min	C	3-5
New Look in Potatoes	30 min	C	4-6
Oceanography, Science of the Sea	11 min	C	5-6
Ocean Voyage	13 min	B/W	2-3
Pacific Neighbor States, Space Age Cities	19 min	C	4-5
Policeman	11 min	B/W	K-6
Profit, Money and Banking		C	3-5
Robert McCloskey	18 min	C	3-6
Safe Use of Tools	6 min	B/W	K-6
Spinning Wheel	10 min	B/W	4-6
Steel and America	27 min	C	4-6
Story of A Book	11 min	C	4-6
Tugboats and Harbors	11 min	C	K-3
Uncle Jim's Dairy Farm	14 min	C	K-4
Van Gogh, Darkness Into Light	20 min	C	6
Visit With Cowboys	11 min	B/W	1-4
Washington State, Appleland	25 min	C	4-6
Watermen of Chesapeake Bay	28 min	C	4-6
We Want Goods and Services	10 min	C	1-3
What Do Fathers Do?	11 min	C	K-3
You and Your Five Senses	8 min	C	3-6
You the Living Machine	8 min	C	4-6
Zoo Animals Part I	11 min	C	K-3

FILMSTRIPS (FS)

Betsy Ross			
Community Helpers (Series)	C		K-3
The Baker			
The Fireman			
The Grocer			
The Policeman			
The Postman			
Community Helpers (Series)		Sound	K-3
Fireman on Guard			
Health—You and Your Helpers			
Policeman—Day and Night			
Postman—Rain or Shine			
Conservation for Todays America		Records	3-6
Forest			
Land			
Mineral			
Soil			
Urban			
Water			
Wildlife			
Eli Whitney			
George Washington			
Health Adventures			
Health and Safety			
Learning About Conservation		Record	3-6
Our Forests			
Our Grasslands			
Our Minerals and Energy Sources			
Our Soil			
Our Water and Air			
Some Problems We Face			
Living and Working Together (Series)	C		K-2
A Busy Morning			
The Family at Home			
Living Together	C		K-1
Family Helpers			

Living in Mexico Today		Sound	
Movies for All	C		5-6
Entryways—Inexpensive Ways			
How Experiments With Melted Bottle Glass			
Great Richness Through Variety in Tesserae and Cement			
Mother Works Too (Series)			
Bank			
Dental Assistant			
Drugstore			
Home			
Office			
Waitress			
Picture Stories for Reading Readiness		Color	K
Let's Go to the Zoo			
Plymouth Girl			
Robert Fulton			
The School Community (Series)			
The New Pupil			
Our School			
School Helpers			
Our Job in School			
Part of the Team			
School Courtesy			
Stanley Tools			
Thomas Edison			
Understanding Citizenship			

PRINTS, CHARTS, POSTERS (PCP)

Bank Street Pictures
Community Helper Picture Packet
The Four Food Groups—Dairy Council
School and School Helpers
Social Development Teaching Pictures
What Do We Do Day by Day

KITS, MODELS, REALIA (KMR)

Action Garage
Career Game
Community Helper Crossword Puzzles
Deluxe Farm Set
DUSO (Developing Understanding of Self and Others)
Electric Fry Pan
Featherweight Portable Sewing Machine
Game of States
Harbor Tug Puzzle
Industrial Arts Cart
Jack Straws
People and Their Jobs (Puzzle)
Plastic Brick Sets
Playschool Neighborhood Village
Project Table
Rotisserie Oven
Supermarket
Toaster Oven
Toy Model Truck
Wood Toy Builder Set
The World About Us Lotto

TEACHER DEVELOPED MATERIAL

Aircraft Production Unit
Charlie Brown Looks at Careers
Chef Hat Instructions
Christmas Boat Project
Color Discrimination Chart
Ditto Form for Listing Goods and Services
Grocery Store Poem
Kindergarten Career Rating Sheet
Know Yourself Inventory
Milk Carton Village—Patterns
Mounted Pictures Showing Ways Fruits and Vegetables Are Served
Pocket Chart of Jobs and Work
Puppets—Made From Whitman Stroker Posters
Seed Chart
Sentence Strips—Little Red Hen
Silent Film Directions
Tools and Carriers—Transparencies
Truck Project Unit
Work Picture Concept Cards

Acknowledgments

Curriculum activities found both in the pilot model and revised guide of the career awareness phase of career education known as Career Awareness Programs for the Elementary School — CAPES — are examples of exemplary experiences currently on-going in many of the common school districts of the State of Washington. The following school districts participated in the development of the curriculum model:

Aberdeen
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Kennewick
Kent
Kiona-Benton City
Pasco
Puyallup
Renton
Richland
Seattle
Spokane
Vancouver
Yakima

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Mr. Walter Skalicky, Career Awareness Specialist, Vancouver School District
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